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ABSTRACT

The vocational education programs offered in Michigan's juvenile corrections institutions were reviewed. Information was collected from the following sources: review of student outcomes; student and teacher surveys; and team reviews and surveys of students at two residential training schools for juveniles (Maxley and Adrian training schools); site visits to nine community and residential centers; and survey of vocational teachers. The level of vocational education services in Michigan's juvenile correction facilities was found to be far below that in public schools from several standpoints, including program development and adequate space, equipment, and supplies. It was further concluded that, as lengths of stay in residency are increasing, opportunities for full vocational programs for some students are also increasing. Among the recommendations offered for improving vocational education in juvenile corrections institutions were the following: increase funding; give all students extensive assessment-based career guidance; develop partnerships with labor, business, and industry to provide work-based learning, connecting activities, and meaningful school-based learning; teach teamwork and employability skills and work ethics in treatment centers. (Appended are a history of juvenile justice in Michigan and summary of the diagnostic assessment of local components of Michigan's school-to-work initiative. Contains 39 figures/tables and the study questionnaires.) (MN)

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JUVENILE OFFENDER CORRECTIONS STUDY

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DECEMBER, 1995

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Juvenile Offender Corrections Study

Preface

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments (Public Law 101-392) require the Michigan Council on Vocational Education to recommend policies the State should pursue to strengthen Vocational Education . . . ; and to provide an analysis and review of Corrections Education Programs.

The paper is presented in partial fulfillment of the requirements as stated in the Carl D. Perkins Vocational and Applied Education Technology Act Amendments of 1990.

The following are the Council's recommendations as submitted to the State Board of Education on December 13, 1995:

1. Provide funding for developing an education development plan (EDP) for each student (estimated cost: $10,000 - $20,000).

2. Provide school-based learning, connecting activities, and work-based learning through labor, business and industry partnerships (e.g., construction, manufacturing, and technology).

3. Provide funding for teacher training in employability skills and work ethics (estimated cost: $10,000 - $20,000).

4. Provide opportunities for DSS and MDE staff to interact so DSS teachers understand MEAP and state proficiency test requirements, the results of which should help DSS teachers prepare students for these tests.

5. Encourage continuous dialogue between teachers and counselors (does not require funding); however, more time must be scheduled between teachers and counselors to promote communication.

6. Require all Centers to create a technology curriculum within one year whereby DSS invests in computers for training (currently, two of 11centers have a technology plan--estimated cost: $150,000).

7. Establish a system-wide single skill trade advisory (STA) committee system by June, 1997 (the DSS does not presently sponsor apprenticeship programs).

8. Articulate with local school districts for student credit towards a high school diploma or GED certificate (no articulation exists today).

Acknowledgments

The Council acknowledges its gratitude to Mr. Martin Ashley, the major contributor to the Juvenile Offender Study. Mr. Ashley is a Career and Technical Education Consultant for the Michigan Department of Social Services (MDSS). He was assisted in the production of this paper by Ms. Sue Tomes, Special Education Principal; Mr. Philip Tait, Special Education Consultant; Ms. Robyn Sheely, MDSS; and Mr. Henry McQueen, Director of Education Services, MDSS.

Appreciation is extended to Ms. Eva Coffey, Consultant, Michigan Department of Education; Dr. Phyllis Grummon, Professor, Michigan State University; Mr. Ricardo Rodriquez and Ms. Jenny Brown, Students, Michigan State University.

Special thanks is also extended to both the 1994-95 and 1995-96 members of the Council on Vocational Education; in particular, Committee Chairpersons responsible for the development of the study, Mr. Loren Anderson (1994-95 Council) and Dr. Felix Chow (1995-96 Council); and Council Chairpersons, Mr. Richard Karas (1994-95 Council) and Mr. Lewis Driskell (1995-96).

Lastly, a note of appreciation is extended to the MCOVE staff: Virginia Yoder, Secretary; Suzanne Branoff and Janise Gardner, Administrative Support Staff; and Mary F. Miller, Executive Director.

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OFFICE OF DELINQUENCY SERVICES
MISSION AND GOALS

It is the mission of the ODS to:

Provide a range of services to youth in the juvenile justice system who are in need of custody, assessment and treatment, including community and campus-based residential treatment services and alternatives to secure care; to provide such services as close to a youth's home community as possible, in the shortest time possible, in the least restrictive environment needed to bring about desired growth in the youth and family while protecting the community.

In support of this mission, the ODS will strive to achieve the following goals:

- Provide accurate, professionally sound assessments of youth and families to guide proper treatment planning and placement;

- Provide goal-oriented, professionally sound treatment for youth and families which is specific to the problems and behaviors leading to the need for service and to provide such service over the shortest period of time possible;

- Provide youth an appropriate level of security, by means of facilities, personnel and program, to ensure optimum safety to the resident, the staff, and the public;

- Encourage least restrictive level of custody and develop alternatives to institutional care, especially high security care, for those youth for whom such alternatives are more appropriate, in such a way that others are also adequately protected;

- Develop and maintain environmentally safe and programmatically effective facilities to support assessment and treatment activities;

- Provide educational and vocational programs that promote work skills and employability, and which support rehabilitation and reintegration into the community;

- Develop and operate programs near the youth's home community which engage the family to the highest degree feasible in the treatment process, and which are sensitive to and support cultural and ethnic diversity and needs;

- Operate where possible small facilities to enhance sensitivity to individual

youth and family needs; in large facilities, operate in such a manner as to control group size for enhancement of such sensitivity

- Continually assess programs through review, evaluation, and research, modifying them as indicated to assure the highest quality efficient delivery of service;

- Advocate within the Office and through state and national organizations for enhanced services for young offenders and their families, including but not limited to advocacy for preventative services, alternative services, quality residential services and aftercare.

OVERVIEW

System Thinking, Team Learning, Shared Vision, Mental Models, see The Fifth Discipline, by Peter M. Senge

According to Peter Senge, author of The Fifth Discipline, "system thinking is a conceptual framework, a body of knowledge and tools that has developed over the past fifty years, to make the full pattern clearer, and to see how to change them effectively."

This process is committed to clarifying and deepening our vision, focusing our energies, developing our patience, and seeing reality objectively. Suggestions emanating from this report will provide a vital dimension in building a learning organization that can continually enhance the capacity to realize the highest expectations for vocational and technical education in Department of Social Services operated facilities.

The team working together consists of representatives from business and industry, the Michigan Department of Education, Public Schools, the Michigan Department of Social Services, Michigan Council on Vocational Education (MCOVE) Members, and Michigan State University.

This report will look at how Vocational Education in the Michigan Department of Social Services residential facilities can improve the outcomes for youth. This report is part of an evaluation process that continues to improve the successes of the programs.

The reports on W. J. Maxey Training School and Adrian Training School were written by Eva Coffey from the Michigan Department of Education, Career and Technical Education Department. All team members answered the questions, but agreed that her report represented each member.

Other reports, such as the School-to-Work Diagnostic Study were taken from the evaluation of vocational education in the School-To-Work grant application. The survey comprised a random sample of 100 students from W. J. Maxey Training School and 50 students from Adrian Training School. The teacher survey was distributed to all vocational instructors; the results are representative of all eleven training sites.

The recommendations emanating from this report are the beginning of a mental model including dialogue that balances inquiry and advocacy, where people expose their thinking effectively and openly to the influence of others. The recommendations in the red section of the report were developed in a joint meeting with teams that visited the centers, two educational directors, four principals, and vocational instructors. The consultants from three career and technical areas represented the Michigan Department of Education. The suggestions reported were agreed upon by the group using Deming's method of choosing priorities from the book entitled the Transformation of American Industry.

The committee appreciates the cooperation and assistance of the MCOVE members. Their ideas have significantly contributed to the development of this report.

1. INTRODUCTION

This report is presented to the Michigan State Council on Vocational Education (MCOVE) to make recommendations, to establish goals, and to better use the resources needed to help adjudicated youth to a productive, and successful life.

As a group, adjudicated youth are among those at greatest risk for not making a successful transition to work from high school or detention centers. Besides the stigma of adjudication, they often have poor work habits, low academic skills, and few opportunities to build occupational knowledge and skills. Due to these characteristics it makes adjudicated youth important to the State's efforts to meet the needs of at-risk students.

All across the nation detention homes and training schools are over crowded and the population is increasing at an alarming rate. Michigan is no different and shares many problems other states encounter with over crowding, such as recidivism, shortage and lack of program funding.

Many incarcerated youth are repeat offenders and do not possess the needed skills to find and retain paying jobs. Vocational education programs can potentially equip adjudicated youth with the necessary occupational skills to obtain good jobs after release and thus, reducing recidivism.

Each part of this report will provide a vital dimension to building an organization that can continually enhance the student's learning capacity to realize his/her highest expectations in vocational and technical education.

The review process must use various techniques to develop a process or procedures for reporting, and make making recommendations.

A quality Vocational Education and Technical Education program should include the following criteria:

1. students' outcomes
2. employers of students
3. graduates of programs
4. instructional materials
5. instructional methodology
6. teachers
7. organized labor
8. counselors
9. principal
10. education director
11. an advisory committee
12. equipment
13. population served
14. treatment personnel evaluation
15. the community

This report discusses the following:

1. **Student outcomes**
2. **Teachers**
3. **Principal**
4. **Site evaluations**
5. **Equipment**
7. **Population served**
8. **Instructional materials**

2. CARL D. PERKINS 1992-1995

This report will show improvements in programs supported by the Carl D. Perkins Vocational and Applied Technology Grant.

In the last three years this grant has funded many programs including:

1. Purchase of equipment needed to up-date vocational program areas;
2. Develop new Computer Aided Drafting;
3. Purchase and implementation of computer training assessments;
4. Provide computer academic training;
5. Use of multi-media life skills;
6. Development of student portfolio usage;
7. Provide computer training;
8. Networking with intermediate school districts;
9. Several centers have been equipped with telecommunications systems to provide distance learning;
10. Development of a drywall apprenticeship course; and,
11. Compliance with the Michigan Department of Education's Performance Standards and Measures.

The projects and programs are coordinated with each school's School Improvement Plan, Core Curriculum, Annual Education Report, and School Accreditation.

School Accreditation:
All of the centers have been involved in the School Improvement process as required by P.A. 25. The vocational programs are part of that process. Every vocational student is working toward a state endorsed diploma in all of the academic subjects. Most instructors are participating on the school improvement process.

The Michigan State Superintendent of Public Instruction has given each center an award for their progress.

Curriculum Development:
Staff are developing competency based training curriculum including student performance objectives. Previously many vocational programs were similar to industrial arts programs. It became necessary to provide more vocational courses as the age of the students served was increased from 18 to 21 years. Higher expectations and standards are being developed.

School Improvement Plans:
Every center has developed a School Improvement Plan.

Annual Reports:
Annual Reports are available for review. Call 517 355-6230 for a copy of the reports.

A SPECIAL APPRECIATION:

MAXEY TRAINING SCHOOL REVIEW TEAM

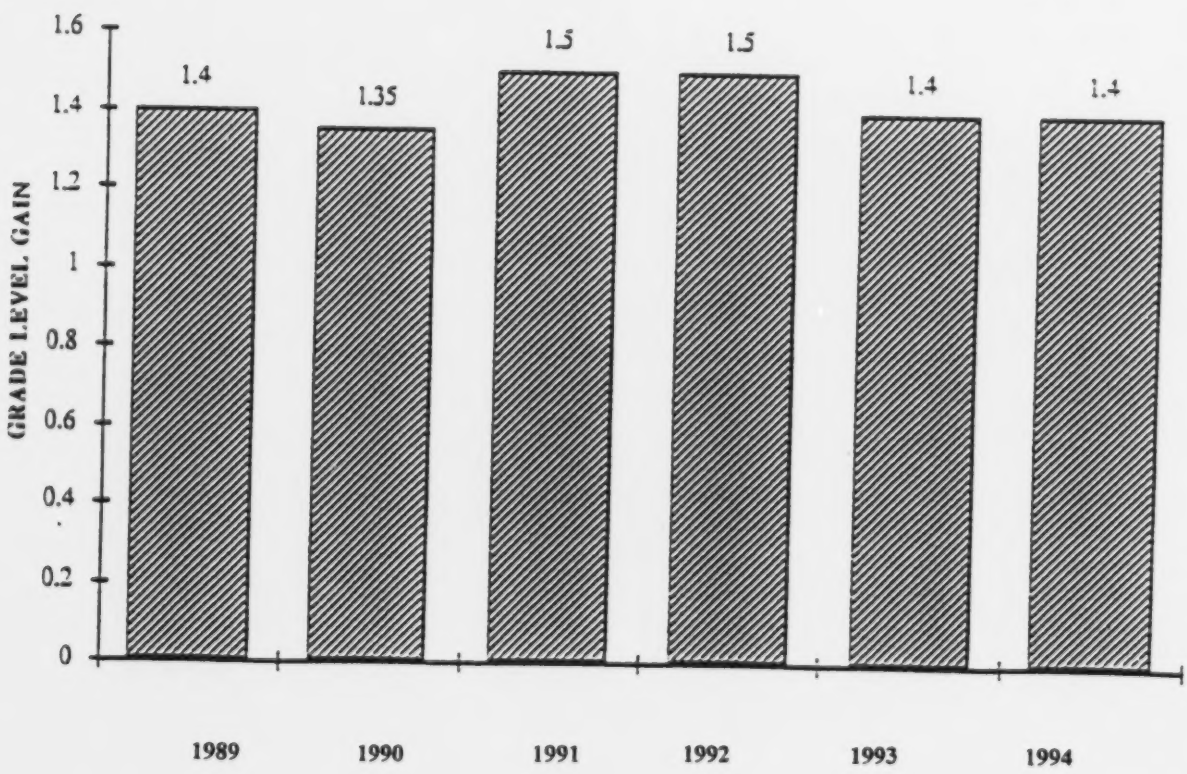
Eva Coffey, Michigan Department of Education
Lou Driskell, Private Industry
Loren Anderson, Public School Administrator
Martin J. Ashley, Education Consultant (MDSS)

ADRIAN TRAINING SCHOOL REVIEW TEAM

Phyllis T.H. Grummon, Professor Michigan State University
Eva Coffey, Michigan Department of Education
Ricardo H. Rodriguez, Michigan State University
Martin J. Ashley, Education Consultant (MDSS)

3. MAXEY TRAINING SCHOOL

Average Number of Grade Levels Gained
(Per Year in Residential Treatment)



MICHIGAN DEPARTMENT OF SOCIAL SERVICES
VOCATIONAL ASSESSMENT QUESTIONNAIRE

Center: Maxey Boys Training School

1. **The students are provided the opportunity for practical application of skills in the vocational education program via projects?**

Students in the vocational programs at Maxey are provided an opportunity to practice and apply vocational education skills through the use of in-class and in-lab projects. Each of the program staff described and/or showed examples of the types of projects students complete in their area. For example, in the drywall area, the students actually construct a non-load bearing wall and suspended ceiling, the woodshop class constructs a building to scale, and the auto mechanics lab requires students to work on real auto systems.

2. **Based on observation, are the students practicing proper safety procedures?**

It was not possible to determine the degree to which safety procedures are practiced in the labs. I did notice that there were safety lines on the floors of the labs, some need to be repainted. It was not clear if students have available all the safety equipment that is necessary and required. I did not observe instances in which safety glasses were being worn. I tend to think that as storage was a problem in some labs, a safety review of programs might be in order. One instructor mentioned that when MIOSHA visits are made the concern is more with safety for the instructor not the students.

3. **The equipment in this program is modern and current, based on the standards of business and industry and as appropriate for educational and training efforts. (What's needed?)**

The equipment in this program is not, with the exception of the new computer labs, modern and current using a business and industry standard. It may be appropriate for prevocational and entry level vocational training in some areas. A review of the programs by the Technical and Industrial Vocational Education Consultant would be useful. Also, a comparison of the equipment in the Maxey labs with that in regular vocational programs in the public schools would assist in determining the appropriateness of the equipment for training purposes. My observations are that most of what I saw is outdated for the job market of today and likely does not compare to other secondary programs; however, I do believe the Maxey teachers are doing a very good job given what they have to work with.

4. **There is a maintenance plan to keep equipment in proper operational condition? (Who does it? What is it?)**

I cannot respond to this item. We did not request information about the maintenance plans for equipment. There were two reports of non-working equipment in our discussions with teachers. The auto teacher stated the hoist was not working and was too expensive to repair and the woodshop teacher stated he used some of his own hand tools, as the school's tools were broken. This is an area which may need to be reviewed and a plan for the repair and replacement of equipment developed.

5. **Supplies are on hand and readily available?**

In the areas visited, there appeared to be adequate supplies on hand. There were several instances in which complaints were voiced about delays in obtaining supplies. These, in part, were related to the new system for acquisition of supplies, that is, Project MAIN. There were no explicit complaints about an inability to get supplies.

6. **Is there a sufficient quantity of current texts, handouts, audiovisual and software materials, etc.? (Ask to see. What's needed?)**

Textbooks appeared to be in ample supply and teachers and students appeared to be satisfied with the texts being used. Handouts were being used by students and each student in those instances had their own copy. The addition of software for the new computers will require ongoing acquisitions. The computer lab teachers did mention that they have not yet replaced all programs on the new computers that they had available on the old ones.

I noted in one instance that new audiovisual materials were in a case and had not been opened for use. I did ask about this circumstance; however, the teacher in the room was not sure who was to use the materials as they were not for his classes.

7. **General Comments:**

The youth at Maxey, perhaps more than some other youth, need saleable skills upon reentry into their communities. The vocational programs at the school need to be strengthened and expanded and more integration of vocational and academic education should be developed and used.

MICHIGAN DEPARTMENT OF SOCIAL SERVICES
ACADEMIC PROGRAM ASSESSMENT QUESTIONNAIRE

CENTER: W. J. Maxey Boys Training Center

1. **The school is clean, attractive, spacious, comfortable, and functional.**

Comments: All the buildings and rooms the team visited were clean and functional. The majority of the space observed was adequate for the number of people occupying it. There were two rooms wherein I felt the space was cramped, the building maintenance classroom and the art classroom. In both instances, what appeared to be a lack of a lack of adequate storage area for materials contributed to the cramped feelings experienced. Most of the educational space was attractive. Teachers and students are to be commended for the attractive displays of projects and artwork in the buildings and rooms. In addition to the fact this practice helps to boost the self-esteem of students, it also makes the halls and rooms cheerful and sends a message that says what we do in this room is important and we're proud of it.

2. **A positive learning environment for students exists in the school and classroom.**

Comments: I felt all the teachers and other staff with whom I spoke were positive about their classes and the students they teach. I also felt sincere efforts are made by the staff to create and maintain positive learning environments.

3. **The principal and staff plan the education program to meet the instructional needs of each student using standardized aptitude tests, interest inventories, and other placement instruments.**

Comments: Information presented to the team in the meeting with the educational director and in discussions with staff, particularly the Title I and special education staff, indicated much assessment of students' aptitudes, interests, and abilities is carried out as part of the total educational program. A special education IEP meeting for a student was on the agenda during the time the evaluation team was reviewing programs. The involvement of the students in the state endorsed diploma process (and with very respectable results) is also part of the total assessment of students.

Although students receive good assessment, the way in which classes are scheduled and the means by which students are scheduled into classes may undermine to some extent the assessment process. Students indicated in more than one instance that they were in classes that they had prior. In one case, the student stated he had been in a class three times and thought he could probably teach the class. Although, he seemed aware of why the problem of some students having to repeat classes exists, and was not particularly negative about the situation, it is not a good situation for the students. Perhaps, students who must repeat a class, and who have the knowledge to assist the teacher should be formally allowed and recognized to do so (e.g., allow such students to act as teacher aides with identified responsibilities).

4. **Instructional personnel are adequate in number to meet the needs of students.**

Comments: The student-teacher ratio is small. Yes, there is an adequate number of instructional staff to meet the needs of the students.

5. **Instructional personnel are adequate in expertise to meet the academic needs of students.**

Comments: All instructional staff appeared to have good expertise in the subject matter they taught. The educational director pointed to the fact many staff have master's degrees and the vocational staff are licensed in the areas in which they teach.

It was not clear if the vocational staff must meet the same certification requirements that those teaching in "regular school" vocational programs must meet. If not, it might be instructive to compare those requirements to the requirements of DSS for vocational instruction. I am not suggesting that one set of requirements is better than another. I do think a comparison might yield some information that would be useful if the requirements are different.

6. **The school program maintains and uses sufficient quantities of required books and materials adequate to meet the needs of students.**

Comments: The quantities of books and materials appeared to be adequate to meet students needs. The computer labs seemed to have the most up-to-date materials and books, as they are the newest areas. There was an abundance of reading materials. I did not, outside the classrooms in which reading is taught, see reading materials that appeared to be at a variety of reading levels. In the computer labs the reading materials, particularly the magazines, all appeared to be at a very high reading level. It might be wise to review materials used in all classes and labs to determine the reading levels and where necessary include materials at additional reading levels which contain the same basic content.

The print materials in the building maintenance program although good were dated. The learning materials in this area should be reviewed and updated as necessary. The program, as described by the instructor is one that does provide a good and easy entry level job. Also, students can work independently if their skills are good. This area had just received new tools and a new storage cabinet for securing the tools.

7. **The school's instructional program includes the recognition of and contribution of minorities.**

At the time of the evaluation team visit, Black History Month displays were still on display. There was much poster art and other materials which showed the contributions of Afro-Americans. I do not remember seeing or hearing about recognition of the contributions of other minorities, including women. There was mention of the fact there is a multicultural component to the program at the school. Given the population of the school, it may be a good idea to determine if there is a balance of multicultural/multiracial activities integrated into the program.

Where appropriate, the accomplishments and contributions of all minority/racial-ethnic groups should receive attention as part of the curriculum.

8. The instructional equipment receives regular maintenance, needed repair.

Comments: The tour of the facilities and the discussions with staff did not indicate that there were general areas of concern in the maintenance and repair of equipment. In two specific areas visited the repair of equipment was mentioned. The auto mechanics laboratory has a hoist that does not work; however, the instructor stated it is too expensive to repair. The woodshop instructor indicated he uses some of his own hand tools due to the fact those purchased by the school do not work.

9. The programs have identified resources for assistance in resolving program area needs.

Comments: The program staff are very resourceful and must be commended for doing much with what they have. They appear to utilize well the resources available to them from state government offices, the community, higher education institutions, and other sources.

10. General Comments:

The team was provided with an excellent overview of the facilities and program by the education director, Mrs. Donna Whitehead. She also provided team members with printed information about the programs. This assisted in the preparation for the visit as well as the preparation of this report.

The drafting area had only one drafting table (as I remember). If the instructor feels that having drafting tables might improve the quality of work that the students are able to do, consideration should be given to acquiring this equipment. It was clear the drafting teacher had high expectations for the students in his class and his students were very proud of their work. As this is a new area, it is likely that all equipment needed may not yet have been acquired.

The Drafting, Computer Aided Drafting, Building Maintenance, and Drywall Curricula all appear to be well conceptualized and outlined. The Building Maintenance curriculum does need to be retyped to be more legible. All curricula should be presented in the same format as the Computer Aided Drafting Curriculum, that is, with topics and performance objectives which include conditions, performance, and criteria. All programs should be reviewed for safety and storage needs.

One young man with whom I had lunch expressed concern about the use of his TIP money to take Washtenaw Community College Classes. He stated that the credits would not transfer and he planned to go to a four-year institution. It might be wise to review the classes being offered to students at Maxey from WCC. Shorter term certificate program courses (perhaps tailored to the needs of these students) might be more beneficial to the students if it is clear they will not complete an associate's degree program.

The drywall program from all indications is a good program, well structured and well taught. As the contract for that program will expire soon, it should be reviewed for possible continuance. The number of students who have received employment in this area should be part of the review.

From the discussions in which we were engaged, it appears that the reintegration of youth into the community and into school and work is very problematic. It parallels the transition from school to work with which many youth have some difficulties. The need for additional support for the youth reentering their communities is apparent. The proposal to have some school to work support for these youth will, I hope, be supported by the Jobs Commission.

If the Maxey staff agrees, I would like to see the school and the vocational programs establish a linkage with like vocational programs in the public schools. I think such a linkage would benefit both groups. An invitation to a select group of interested vocational educators (teaching those classes offered at Maxey) to visit and interact with your instructional staff might be a place to start. I would like to discuss this possibility with the educational director.

4. STUDENT SURVEY

MAXEY BOY'S TRAINING SCHOOL

60 MALES SURVEYED (If the student gave two answers to a question both have been counted.)

ETHNIC/ RACIAL BACKGROUND:

- (1) AMERICAN INDIAN
- (32) BLACK AMERICAN
- (3) SPANISH SURNAME
- (10) OTHER WHITE AMERICAN
- (14) OTHER

3. FATHER'S USUAL OCCUPATION:

- (13) CONSTRUCTION
- (8) FACTORY
- (25) N/A
- (4) UNEMPLOYED
- (3) SMALL BUSINESS
- (3) STATE EMPLOYEE
- (2) DECEASED
- (1) PRISON
- (2) RESTAURANT/ MANAGER
- (1) MEDICAL
- (1) DRAFTING

4. MOTHER'S USUAL OCCUPATION:

- (28) N/A
- (10) UNEMPLOYED
- (8)MEDICAL
- (3) RESTAURANT
- (3) DECEASED
- (3) MANAGERS
- (2) FACTORY
- (1) PRISON
- (2) BUSINESS
- (1) CHILD CARE
- (1) MAINTENANCE

5. FATHER'S EDUCATION:

- (12) LESS THAN HIGH SCHOOL GRAD
- (18) HIGH SCHOOL GRADUATE
- (15) SOME COLLEGE
- (19) COLLEGE GRADUATE
- (13) N/A

6. MOTHER'S EDUCATION:

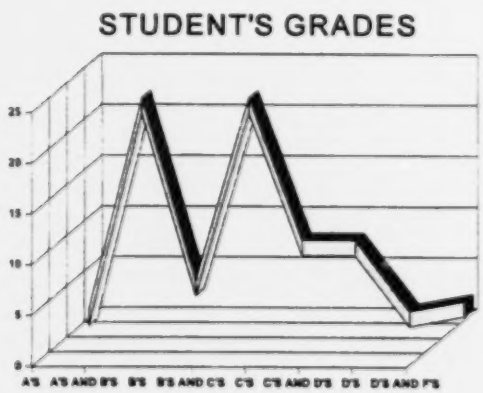
- (21) LESS THAN HIGH SCHOOL GRAD
- (20) HIGH SCHOOL GRADUATE
- (9) SOME COLLEGE
- (8) COLLEGE GRAD
- (9) N/A

7. EDUCATIONAL PLANS BEYOND HIGH SCHOOL:

- (32) COLLEGE OR UNIVERSITY (4 YEAR COLLEGE)
- (17) COMMUNITY COLLEGE (2 YEAR COLLEGE)
- (12) TECHNICAL OR TRADE SCHOOL
- (3) BUSINESS SCHOOL
- (5) REALLY DON'T KNOW
- (2) ENTER ARMED FORCES
- (1) OTHER

8. MY GRADES IN HIGH SCHOOL FROM GRADE 9 TO PRESENT HAVE BEEN:

- (0) A'S
- (21) A'S AND B'S
- (3) B'S
- (21) B'S AND C'S
- (7) C'S
- (7) C'S AND D'S
- (0) D'S
- (1) D'S AND F'S



9. IN CHOOSING YOUR HIGH SCHOOL CAREER EMPHASIS, WHO GENERALLY HAD THE MOST INFLUENCE?
   (21) PARENTS
   (6) CLOSE FRIENDS
   (1) COUNSELOR
   (2) SEEMS EASY WITH ALL OTHER HIGH SCHOOL ACTIVITIES
   (25) FITS MY OWN FUTURE GOALS FOR A LIFE'S OCCUPATION
   (5) OTHER

10. HOW MUCH CHOICE OF OCCUPATIONS DO YOU THINK YOU HAVE?
   (41) A WIDE VARIETY OF CHOICE
   (14) SOME CHOICE
   (3) NOT MUCH CHOICE
   (2) NO CHOICE

11. I HAVE THOUGHT ABOUT MY FUTURE JOB AND EMPLOYMENT
   (36) A GREAT DEAL
   (13) A FAIR AMOUNT
   (1) NOT MUCH
   (10) COFUSED ABOUT PLANS

12. I HAVE THOUGHT ABOUT MY SCHOOL PLANS:
   (38) A GREAT DEAL
   (17) A FAIR AMOUNT
   (4) NOT MUCH
   (1) NONE

13. ARE YOU PRESENTLY A PARTICIPANT IN A COOPERATIVE OR WORK STUDY PROGRAM(GOING TO SCHOOL HALF-DAY AND WORKING ON A JOB THE OTHER HALF OF THE DAY)
   16 YES 44 NO

14. DO YOU HAVE A PART-TIME JOB?
   5 YES 55 NO

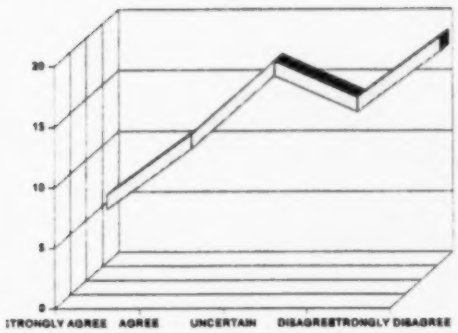
15. HOW CONCERNED ARE YOUR PARENTS AS TO WHAT YOU ARE DOING AFTER GRADUATION?
   (44) A GREAT DEAL
   (10) A FAIR AMOUNT
   (2) NOT MUCH
   (4) NONE

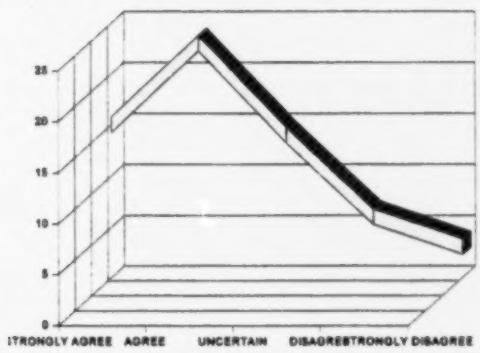
16. ARE YOU GENERALLY A VOCATIONAL STUDENT?
   28 YES 31 NO
   IF YES, IN WHAT AREA?
   (16) TRADE AND INDUSTRY
   (5) BUSINESS/ OFFICE EDUCATION
   (4) HOME ECONOMICS
   (4)COOPERATIVE/WORK STUDY

17. IF YOU ARE NOT ENROLLED IN A VOCATIONAL PROGRAM, WOULD YOU HAVE SELECTED ONE IF A WIDE CHOICE OF THESE OFFERINGS HAD BEEN AVAILABLE?
   40 YES 20 NO
   IF YES, WHAT PROGRAMS?
   (11) TRADE AND INDUSTRY
   (8) BUSINESS AND OFFICE EDUCATION
   (5) AUTOMECHANIC
   (3) DRYWALLING
   (2) LAW

18. HOW WOULD YOU RATE THE SERVICES YOU RECEIVED FROM YOUR COUNSELOR (RATE 1-5, WITH 1 BEING THE MOST AMOUNT OF SERVICE)
   2.88 COUNSELING ON SCHOOL PROBLEMS
   2.46 COUNSELING OR GUIDANCE RELATED TO VOC. ED.
   2.78 COUNSELING OR GUIDANCE RELATED TO COLLEGE PREP
   3.13 APTITUDE OR VOCATIONAL TESTING
   3.08 SCHOLARSHIP AND COLLEGE TESTING

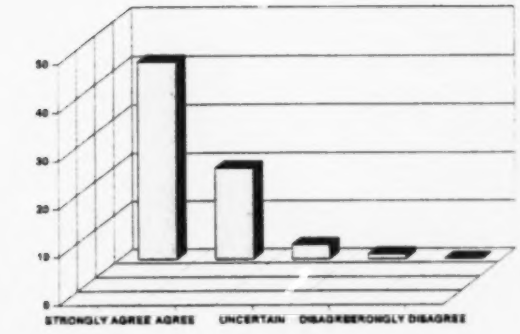
19. THE AMOUNT OF SERVICES YOU RECEIVED FROM YOUR COUNSELORS REGARDING VOCATIONAL OPPORTUNITIES AFTER GRADUATION OR VOCATIONAL PROGRAMS AVAILABLE TO YOU WHILE IN SCHOOL WAS ACCEPTABLE.

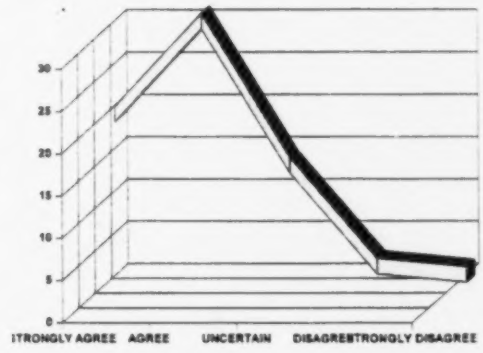




20. VOCATIONAL EDUCATION PREVENTS MINORITY GROUPS FROM REACHING THEIR EDUCATIONAL POTENTIAL.

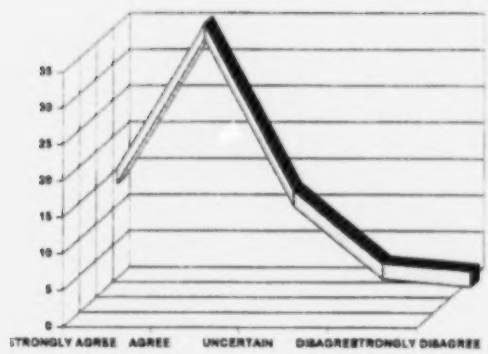
21. VOCATIONAL EDUCATION OFFERS MINORITIES A WIDE VARIETY OF JOB OPPORTUNITIES.



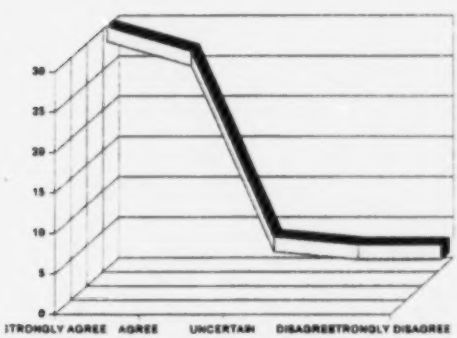


22. IT IS IMPORTANT FOR STUDENTS TO PREPARE FOR JOBS WHILE STILL IN HIGH SCHOOL.

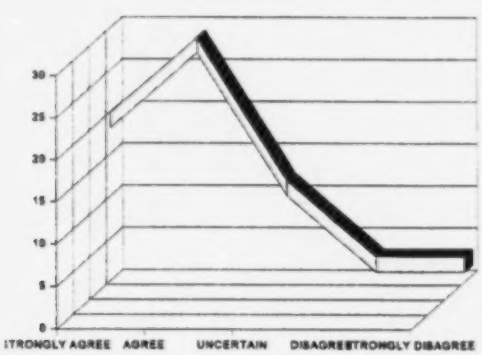
23. JOBS ENTAILING MANUAL WORK ARE COMPLETELY RESPECTABLE



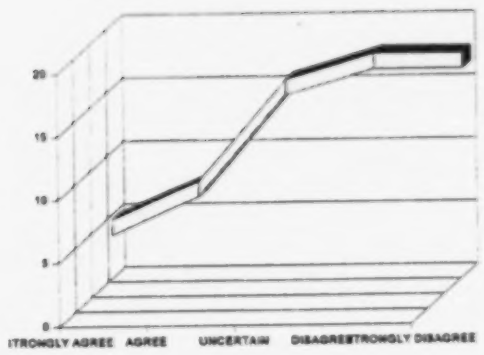
24. I LIKE TO DO JOBS WHERE I CAN WORK WITH MY HANDS.



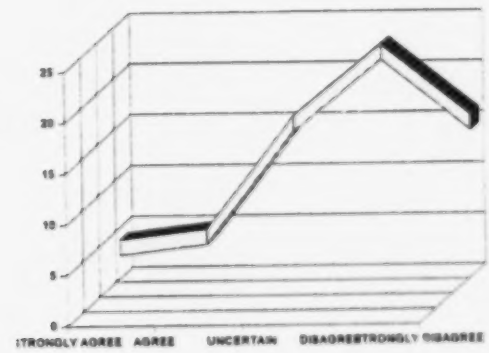
25. VOCATIONAL EDUCATION LEADS TO JOBS WITH MANY PROMOTIONAL POSIBILITIES



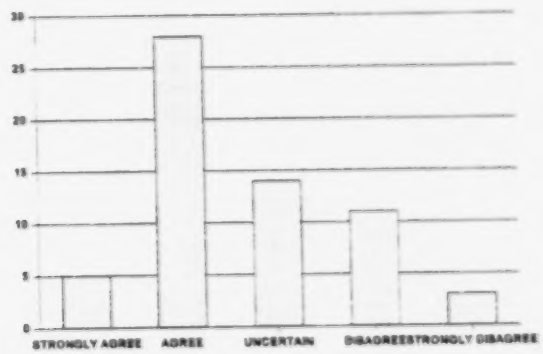
26. MINORITY GROUPS ARE USUALLY COUNSELED INTO VOCATIONAL EDUCATION BECAUSE THEY CANNOT SUCCEED IN THE REGULAR ACADEMIC PROGRAMS.



27. VOCATIONAL EDUCATION LEADS TO DEAD-END JOBS FOR YOUNG GRADUATES.

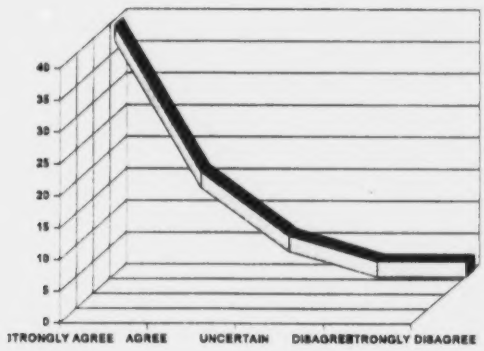


28. THE SCHOOL IS PRESENTLY HELPING YOU OBTAIN YOUR FIRST FULL-TIME JOB AFTER GRADUATION.

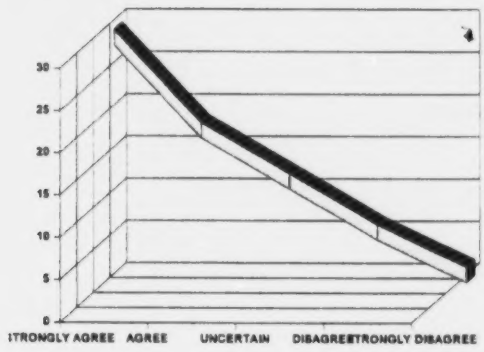


26 BEST COPY AVAILABLE

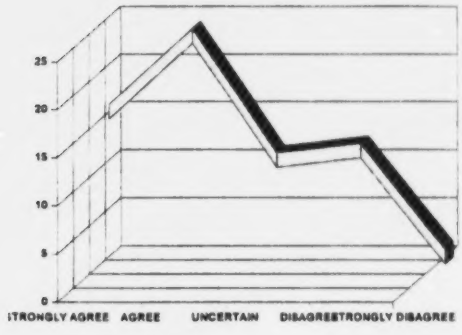
29. MOST OF THE STUDENTS IN THIS COMMUNITY SHOULD PREPARE THEMSELVES FOR COLLEGE OR UNIVERSITY ATTENDANCE.



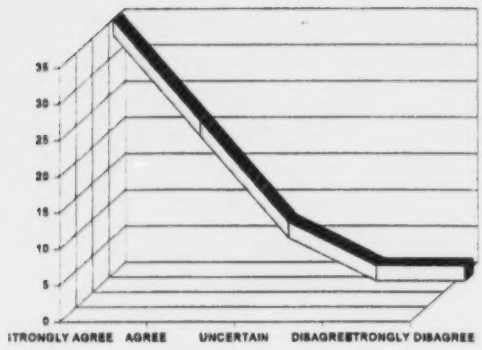
30. THE LOCAL SCHOOLS SHOULD PROVIDE MORE EDUCATION AND TRAINING FOR STUDENTS WHO ARE NOT PLANNING TO ATTEND COLLEGE.

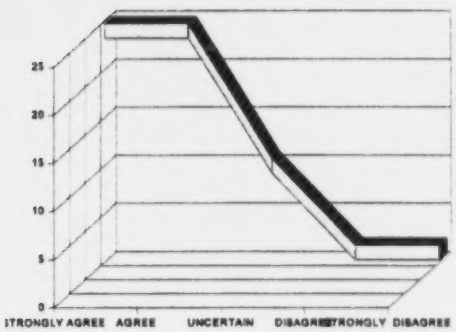


31. THE HIGH SCHOOL IS PREPARING YOU FOR WHAT YOU PLAN TO DO AFTER GRADUATION.



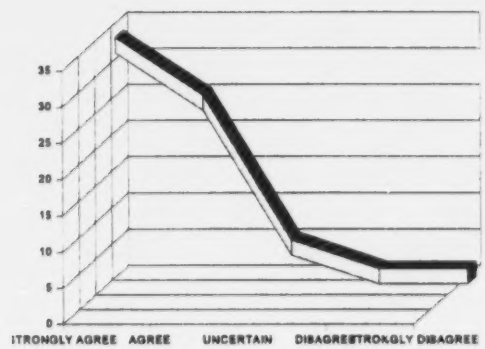
32. MORE RESOURCES (STAFF, MONEY, FACILITIES, AND EQUIPMENT) SHOULD BE DIRECTED TOWARD PREPARING MORE HIGH SCHOOL STUDENTS FOR THE WORLD OF WORK.

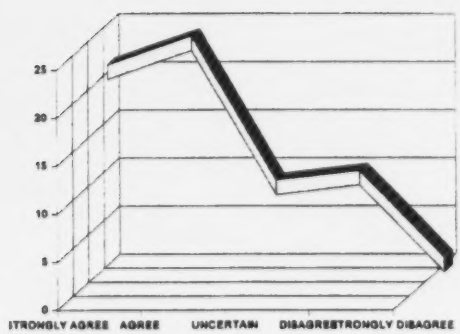




33. THE GUIDANCE AND COUNSELING SERVICES IN THE LOCAL SCHOOL NEED TO BE EXPANDED TO BETTER INFORM STUDENTS ABOUT THE JOB OPPORTUNITIES.

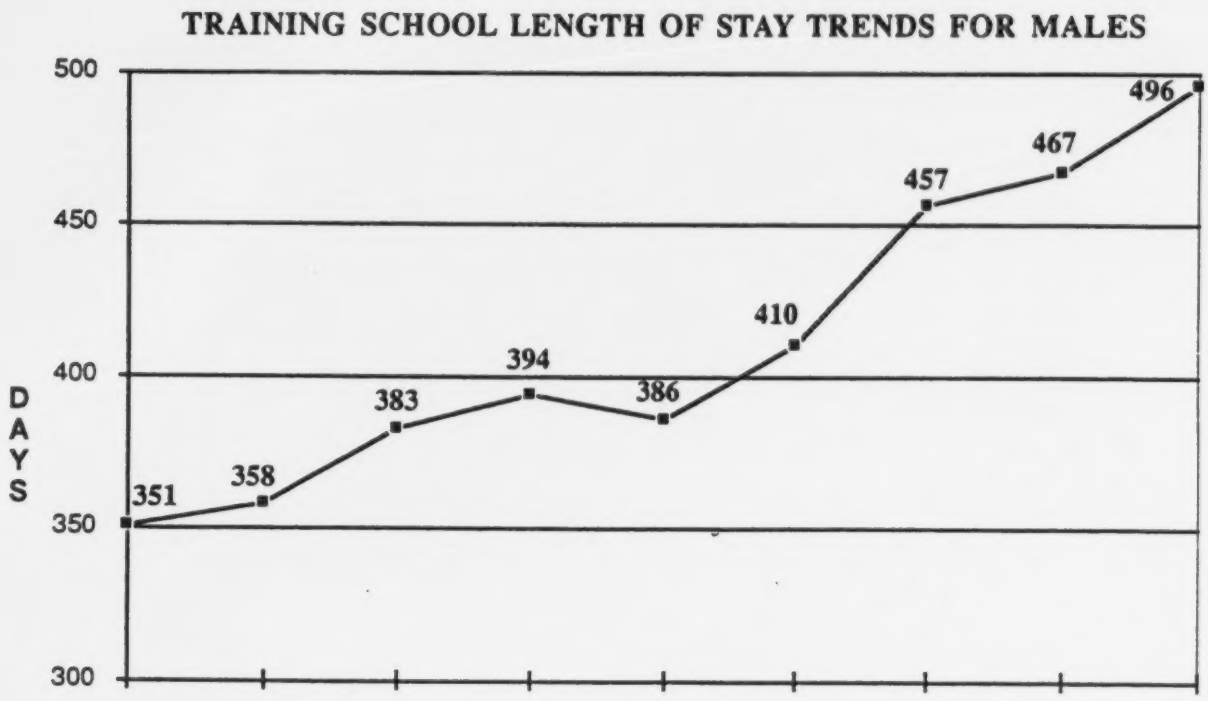
34. THE VOCATIONAL COURSES IN MY SCHOOL SHOULD BE EXPANDED NEXT YEAR SO MORE STUDENTS WOULD HAVE AN OPPORTUNITY TO BE PREPARED FOR THE WORLD OF WORK.





35. THE MAIN PURPOSE OF A HIGH SCHOOL EDUCATION IS TO PROVIDE VOCATIONAL TRAINING, THAT IS TO DEVELOP SKILLS AND TECHNIQUES DIRECTLY APPLICABLE TO A JOB AFTER HIGH SCHOOL.

5. ADRIAN TRAINING SCHOOL



MICHIGAN DEPARTMENT OF SOCIAL SERVICES
ACADEMIC PROGRAM ASSESSMENT QUESTIONNAIRE

CENTER: Adrian Training School

1. **The school is clean, attractive, spacious, comfortable, and functional.**

Comments: All the buildings and rooms the team visited were clean and functional. The majority of the space observed was adequate for the number of people occupying it. At the time the team visited, I felt the space was cramped in Ms. Mansfield's room; however, the addition of five people (the team) likely contributed to that feeling. Most of the educational space was attractive. Teachers and students are to be commended for the attractive displays of projects and artwork in the rooms. In addition to the fact, this practice helps to boost the self-esteem of students, it also makes the rooms cheerful.

2. **A positive learning environment for students exists in the school and classroom.**

Comments: I felt all the teachers and other staff with whom I spoke were positive about their classes and the students they teach. I also felt sincere efforts are made by the staff to create and maintain positive learning environments. The written information about the school's beliefs and mission is indicative of a staff that is working to continue to improve the ways in which it can meet the needs of the students it serves.

3. **The principal and staff plan the educational program to meet the instructional needs of each student using standardized aptitude tests, interest inventories, and other placement instruments.**

.**Comments:** Information presented to the team in the meeting with the principal indicated that assessment of students' aptitudes, interests, and abilities is carried out as part of the total educational program. Written information about the program states that pre-testing and post-testing of academic skills is done and that "many youth make a year and a half to two years academic growth for each year in the program."

4. **Instructional personnel are adequate in number to meet the needs of students.**

Comments: The student-teacher ratio is small. Yes, there is an adequate number of instructional staff to meet the needs of the students.

5. **Instructional personnel are adequate in expertise to meet the academic needs of students.**

Comments: All instructional staff appeared to have good expertise in the subject matter they taught. The school improvement narrative provided information about the inservice training provided to staff at the school for the past three years. Training of staff seems compatible with the school's improvement plan.

6. **The school program maintains and uses sufficient quantities of required books and materials adequate to meet the needs of students.**

Comments: The quantities of books and materials appeared to be adequate to meet students needs. Reading materials appeared to be plentiful. I did not check to determine (generally) the level of reading materials being made available to students. It might be wise to review materials used in all classes and labs to determine the reading levels and where necessary include materials at additional reading levels which contain the same basic content.

7. **The school's instructional program includes the recognition of and contribution of minorities.**

Comments: At the time of the evaluation team visit, Black History Month displays were still on display. There was poster art and other materials which showed the contributions of Afro-Americans. In the entry orientation, the principal mentioned that multi-culturalism is part of the school's curriculum and that multi-cultural activities are a part of the weekly schedule for students. He also mentioned the source of the multi-cultural curriculum that is being used. As there is a curriculum of multicuturalism taught, it is probably realistic to believe it is a balanced curriculum which focuses on the accomplishments and contributions of all minority/racial ethnic groups, including women. Information in the written materials about the Adrian program shows staff have been supported to attend inservices and training sessions on multiculturalism.

8. **The instructional equipment receives regular maintenance, needed repair.**

Comments: The tour of the facilities and the discussions with staff did not indicate that there were general areas of concern in the maintenance and repair of equipment. Computers were the only equipment viewed during the tour of the facilities that would likely pose repair problems. This equipment all appeared to be pretty new and in good working order.

9. **The programs have identified resources for assistance in resolving program area needs.**

Comments: The program staff are very resourceful and must be commended for doing much to include additional people resources. The school has a Family Task Force, a Citizen's Advisory Action Council, and numerous volunteers. They utilize the resources available to them from state government offices, the community, higher education institutions, and other sources to improve the services they offer to youth.

10. **General Comments:**

The team was provided with an excellent overview of the facilities and program by the principal, Mr. James Nicholson. He also provided team members with print information about the programs. This assisted in the preparation for the visit as well as the preparation of this report.

The principal indicated that the school has a good relationship with the Intermediate School District and that two students are attending local skills center training programs. Such linkages are to be encouraged and, when possible, expanded. Certainly such linkages benefit the youth served and assists the school to fulfil its mission of ". . . preparing students to live as productive citizens."

Adrian's program clearly stresses treatment and basic academic education. The vocational focus of the program is very limited. If the follow-up results of the youth at Adrian are comparable to those of incarcerated youth in general, a stronger focus on employability skills and vocational training is needed.

The team received a very good overview of the treatment program offered at the school. The residential staff person who gave a part of that overview did a very good job of explaining the treatment side of the program and how it is scheduled in the overall program. A daily schedule was also included in the written materials provided to team members.

School staff might consider expanding the class offerings from Jackson Community College to include at least one vocational class that would require minimal equipment.

MICHIGAN DEPARTMENT OF SOCIAL SERVICES
VOCATIONAL ASSESSMENT QUESTIONNAIRE

Center: Adrian Training School

1. **The students are provided the opportunity for practical application of skills in the vocational education program via projects?**

Students in the vocational program observed at Adrian, Computers 101, are provided an opportunity to practice and apply skills through the use of in-class and in-lab projects. Each of the students had access to a computer and all students were working on a computer assignment. The computer class is designed to "offer students an opportunity to master keyboard and word processing skills" and is therefore more accurately described as a prevocational class.

2. **Based on observation, are the students practicing proper safety procedures?**

Based on observation of the classes identified as vocational/prevocational, it was not possible to determine the degree to which safety procedures are practiced. The few vocationally oriented offerings are not offerenings that require safety measures other than the use of ordinary care in the completion of tasks. I did not observe any obvious safety hazards, for example, computer cords over which one might trip.

3. **The equipment in this program is modern and current, based on the standards of business and industry and as appropriate for educational and training efforts. (What's needed?)**

The equipment in this program, computers, was new and the software being used was the latest version of Word Perfect. For the limited purposes of the computer training course, the program's equipment could be considered "state of the art."

4. **There is a maintenance plan to keep equipment in proper operational condition? (Who does it? What is it?)**

I cannot respond to this item. We did not request information about the maintenance plans for equipment. There were no reports of non-working equipment in our discussions with teachers.

5. **Supplies are on hand and readily available?**

In the areas visited, there appeared to be adequate supplies on hand. There were no complaints about an inability to get supplies.

6. **Is there a sufficient quantity of current texts, handouts, audiovisual and software materials, etc.? (Ask to see. What's needed?)**

Textbooks appeared to be in ample supply and teachers and students appeared to be satisfied with the texts being used. Where handouts were being used by students, each student had his/her own copy. The addition of software for the new computers will require ongoing acquisitions.

7. **General Comments:**

The older youth at Adrian, perhaps more than some other youth, need saleable skills upon reentry into their communities. Adrian staff should continue to address this need of the youth it serves through additional placements at the area skills center, when possible, or through other means when necessary. The small population of the school makes it very difficult to do much more than is now being done to prepare youth for employment. There simply are not enough students to support developing vocational skills programs. Preparing youth to be academically well grounded to pursue vocational and other training upon release may be the best support the school can provide.

6. STUDENT SURVEY

ADRIAN TRAINING CENTER

1. 40 MALES SURVEYED (If the student gave two answers to a question both have been counted)

2. RACIAL OR ETHNIC BACKGROUND:

(2) AMERICAN INDIAN
(11) BLACK AMERICANS
(1) SPANISH SURNAME
(26) WHITE AMERICANS
(0) OTHER

3. FATHER'S USUAL OCCUPATION

(10) N/A
(11) AUTOMOTIVE/ FACTORY
(2) MEDICAL
(2) PRISON
(1) NUCLEAR ENGINEER
(1) NEWSPAPER DELIVERY
(4) UNEMPLOYED
(3) STORE CLERKS
(2) TRUCK DRIVERS
(1) RACE CAR DRIVER
(3) CUSTODIAL

4. MOTHER'S USUAL OCCUPATION

(10) N/A
(7) UNEMPLOYED
(7) RESTAURANT/ WAITRESS
(4) CLEANING SERVICE
(3) FACTORY JOBS
(3) MEDICAL ASSISTANTS
(2) DAY CARE
(2) STORE CLERKS
(2) CLERICAL

5. FATHER'S EDUCATION:

(7) LESS THAN A HIGH SCHOOL GRADUATE
(16) HIGH SCHOOL GRADUATE
(4) SOME COLLEGE
(3) COLLEGE GRADUATE
(10) N/A

6. MOTHER'S EDUCATION:

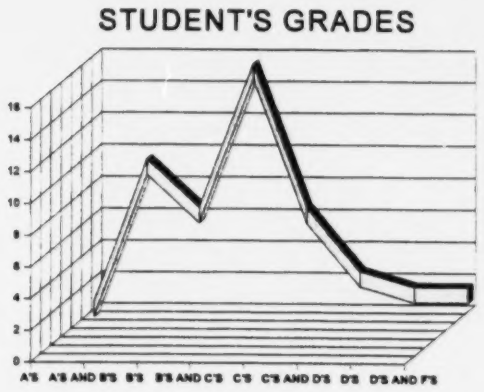
(7) LESS THAN HIGH SCHOOL GRADUATE
(13) HIGH SCHOOL GRADUATE
(5) SOME COLLEGE
(5) COLLEGE GRADUATE
(10) N/A

7. EDUCATIONAL PLANS BEYOND HIGH SCHOOL:

(12) COLLEGE OR UNIVERSITY (four year)
(7) COMMUNITY COLLEGE (two year)
(6) TECHNICAL OR TRADE SCHOOL
(0) BUSINESS SCHOOL
(5) REALLY DON'T KNOW
(4) OTHER

8. GRADES IN HIGH SCHOOL FROM GRADE NINE TO PRESENT HAVE BEEN MOSTLY:

(0) A'S
(9) A'S AND B'S
(6) B'S
(15) B'S AND C'S
(6) C'S
(2) C'S AND D'S
(1) D'S
(1) D'S AND F'S



9. IN CHOOSING HIGH SCHOOL CAREER EMPHASIS, WHO GENERALLY HAD THE MOST INFLUENCE ?

(11) PARENTS
(9) CLOSE FRIENDS
(3) COUNSELOR
(2) SEEMED EASY WITH ALL OTHER HIGH SCHOOL ACTIVITIES
(15) SEEMED TO FIT MY OWN FUTURE GOALS FOR A LIFE'S OCCUPATION
(10) OTHER

10. HOW MUCH COICE OF OCCUPATIONS DO YOU THINK YOU HAVE?

(27) A WIDE VARIETY OF CHOICE
(10) SOME CHOICE
(2) NOT MUCH CHOICE
(0) NO CHOICE

11. I HAVE THOUGH ABOUT MY FUTURE JOB AND EMPLOYMENT

(23) A GREAT DEAL
(11) A FAIR AMOUNT
(2) NOT MUCH
(3) CONFUSED ABOUT PLANS

12. I HAVE THOUGHT ABOUT MY SCHOOL PLANS

(20) A GREAT DEAL
(15) A FAIR AMOUNT
(3) NOT MUCH
(2) NONE

13. ARE YOU PRESENTLY A PARTICIPANT IN A COOPERATIVE OR WORK STUDY PROGRAM (GOING TO SCHOOL HALF-DAY ND WORKING ON A JOB THE OTHER HALF OF THE DAY ?

4 YES 35 NO

14. DO YOU HAVE A PART TIME JOB?

2 YES 38 NO

15. HOW CONCERNED ARE YOUR PARENTS AS TO WHAT YOU DO AFTER GRADUATION (SUCH AS GOING ON TO A UNIVERSITY OR COMMUNITY COLLEGE, LEARNING A TRADE, JUST GETTING A JOB , OR BUMMING AROUND?)

(30) A GREAT DEAL
(3) A FAIR AMOUNT
(3) NOT MUCH
(4) NONE

16. ARE YOU GENERALLY A VOCATIONAL STUDENT?

4 YES 35 NO
IF YES, IN WHAT AREA?
(3) TRADE AND INDUSTRIES
(0) BUSINESS AND OFFICE EDUCATION
(1) HOME ECONOMICS
(0) COOPERATIVE OR WORK STUDY

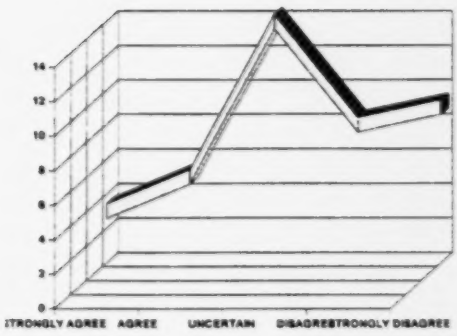
17. IF YOU ARE NOT ENROLLED IN A VOCATIONAL PROGRAM, WOULD YOU HAVE SELECTED ONE IF A WIDE CHOICE OF THESE OFFERINGS HAD BEEN AVAILABLE?

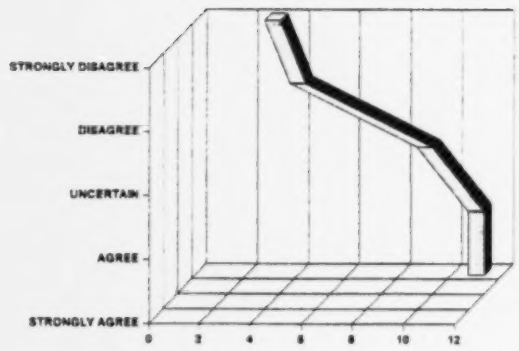
22 YES 18 NO
IF YES, WHAT PROGRAM?
(5) TRADE AND INDUSTRIES
(5) COMPUTERS
(3) BUSINESS AND OFFICE EDUCATION
(3) DRAWING

18. HOW WOULD YOU RATE THE SERVICES YOU RECEIVED FROM YOUR COUNSELOR? (RANK 1-5 WITH 1 BEING THE MOST AMOUNT OF SERVICE)

2.98 AVERAGE: COUNSELING ON SCHOOL PROBLEMS
3.70 AVERAGE: COUNSELING OR GUIDANCE ON VOCATIONAL PROB/CHOICE
3.06 AVERAGE: COUNSELINGOR GUIDANCE ON COLLEGE PREP PROBLEMS
3.23 AVERAGE: APTITUDE OR VOCATIONAL TESTING
2.81 AVERAGE: SCHOLARSHIP AND COLLEGE TESTING

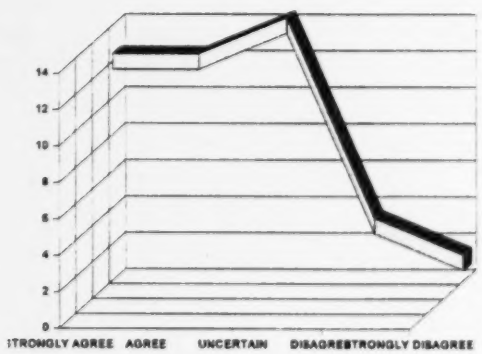
19. THE AMOUNT OF SERVICES YOU RECEIVED FROM YOUR COUNSELORS REGARDING VOCATIONAL OPPORTUNITIES AFTER GRADUATION OR VOCATIONAL PROGRAMS AVAILABLE TO YOU WHILE IN SCHOOL WAS ACCEPTABLE.

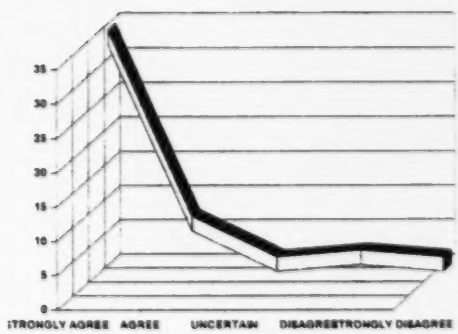




20. VOCATIONAL EDUCATION PREVENTS MINORITY GROUPS FROM REACHING THEIR EDUCATIONAL POTENTIAL.

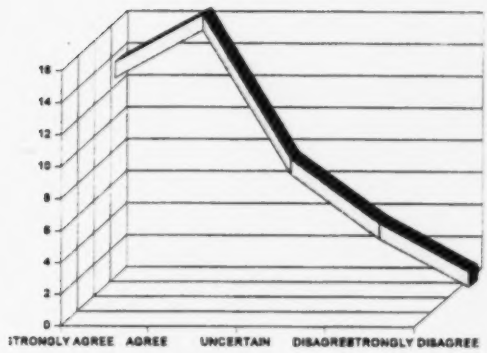
21. VOCATIONAL EDUCATION OFFERS MINORITIES A WIDE VARIETY OF JOB OPPORTUNITIES.

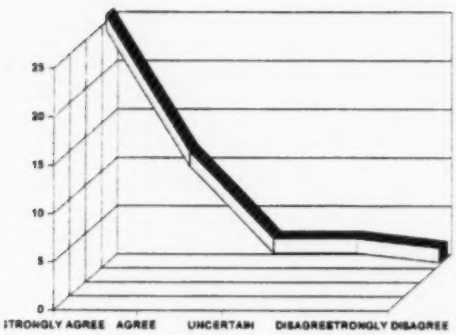




22. IT IS IMPORTANT FOR STUDENTS TO PREPARE FOR JOBS WHILE STILL IN HIGH SCHOOL.

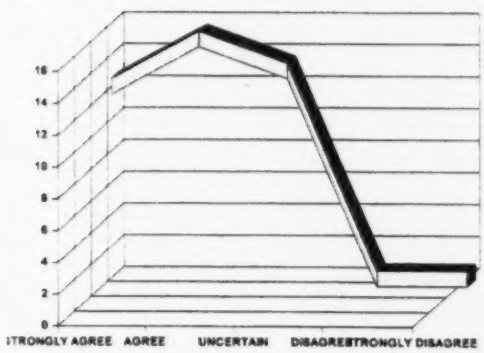
23. JOBS ENTAILING MANUAL WORK ARE COMPLETELY RESPECTABLE.



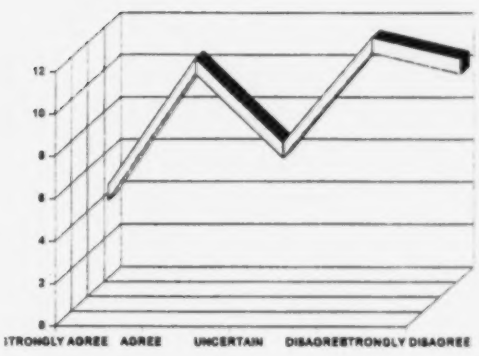


24. I LIKE TO DO JOBS WHERE I CAN WORK WITH MY HANDS.

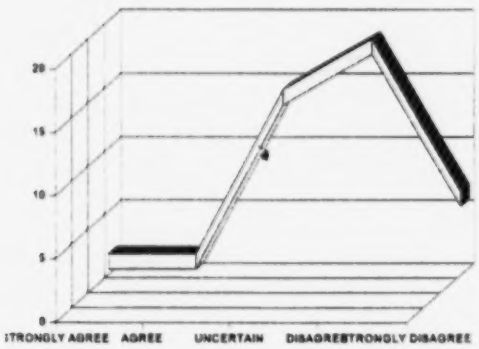
25. VOCATIONAL EDUCATION LEADS TO JOBS WITH MANY PROMOTIONAL POSIBILITIES.



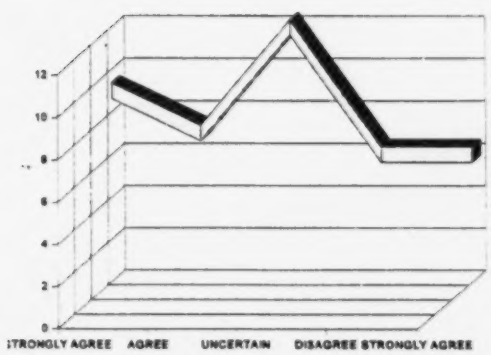
26. MINORITY GROUPS ARE USUSALLY COUNSELED INTO VOCATIONAL EDUCATION BECAUSE THEY CANNOT SUCCEED IN THE REGULAR ACADEMIC PROGRAMS.



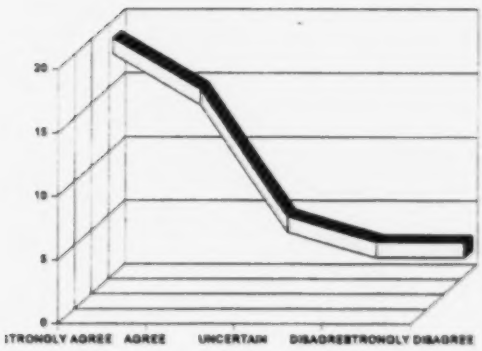
27. VOCATIONAL EDUCATION LEADS TO DEAD-END JOBS FOR YOUNG GRADUATES.

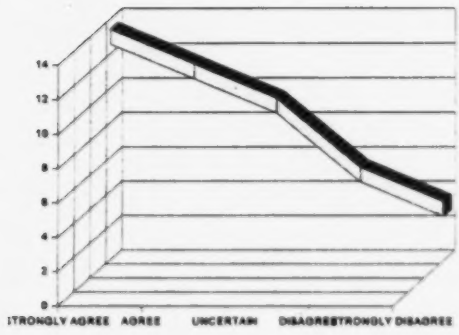


28. THE SCHOOL IS PRESENTLY HELPING YOU OBTAIN YOUR FIRST FULL-TIME JOB AFTER GRADUATION.



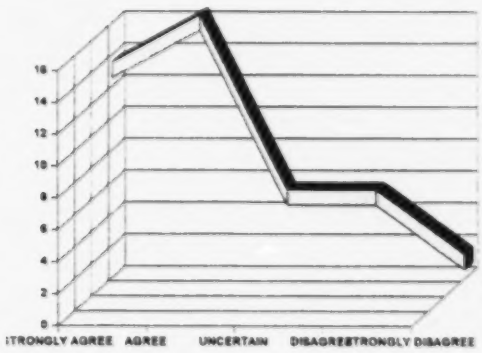
29. MOST OF THE STUDENTS IN THIS COMMUNITY SHOULD PREPARE THEMSELVESFOR COLLEGE OR UNIVERSITY ATTENDANCE.



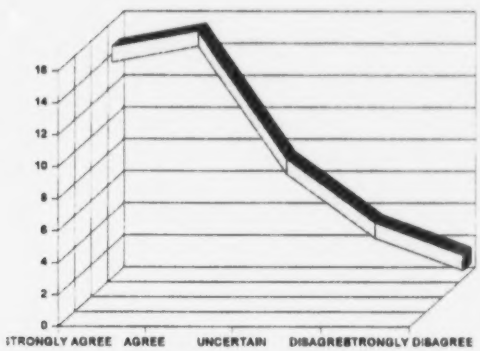


30. THE LOCAL SCHOOLS SHOULD PROVIDE MORE EDUCATION AND TRAINING FOR STUDENTS WHO ARE NOT PLANNING TO ATTEND COLLEGE.

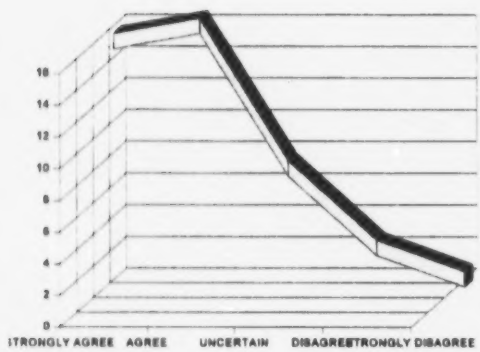
31. THE HIGH SCHOOL IS PREPARING YOU FOR WHAT YOU PLAN TO DO AFTER GRADUATION.



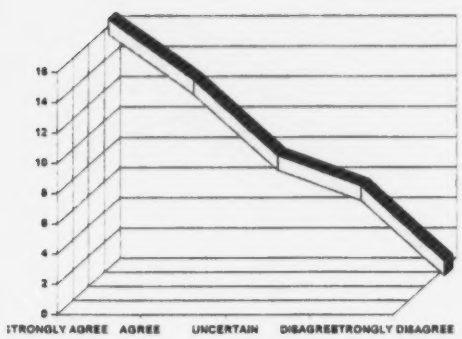
32. MORE RESOURCES (STAFF, MONEY, FACILITIES, AND EQUIPMENT) SHOULD BE DIRECTED TOWARD PREPARING MORE HIGH SCHOOL STUDENTS FOR THE WORLD OF WORK.

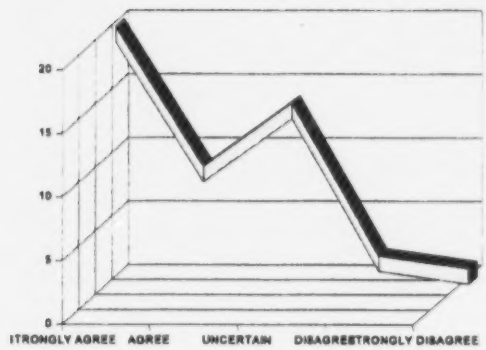


33. THE GUIDANCE AND COUNSELING SERVICES IN THE LOCAL SCHOOL NEED TO BE EXPANDED TO BETTER INFORM STUDENTS ABOUT THE JOB OPPORTUNITIES.



34. THE VOCATIONAL COURSES IN MY SCHOOL SHOULD BE EXPANDED NEXT YEAR SO MORE STUDENTS WOULD HAVE AN OPPORTUNITY TO BE PREPARED FOR THE WORLD OF WORK.





35. THE MAIN PURPOSE OF A HIGH SCHOOL EDUCATION IS TO PROVIDE VOCATIONAL TRAINING, THAT IS TO DEVELOP SKILLS AND TECHNIQUES DIRECTLY APPLICABLE TO A JOB AFTER HIGH SCHOOL.

7. OTHER COMMUNITY AND RESIDENTIAL CENTERS

OTHER CENTERS:

The following centers have begun the School/Facility Improvement process to seek accreditation. The Michigan State Superintendent of Schools is presenting a award for the progress of Maxey Training Center, Adrian Training Center and the following other facilities. The following is a summary of the evaluation of those other facilities:

	ARBOR HEIGHTS ANN ARBOR, MICH	DEWITT BURTON DETROIT, MI	GENESSE VALLEY FLINT, MI	NOKOMIS CENTER PRUDENVILLE, MI	NORTH-WEST DETROIT, MI	SHAWONO CENTER GRAYING, MI
1 SKILL PROJECTS.	NO	NO	NO	NO	NO	NO
2 SAFETY.	YES	yes	yes	yes	yes	yes
3.EQUIPMENT	six new computer	four new computers	six new computers	six new computers	two new computers	six new computers
4.IS EQUIPMENT IN PROPER WORKING ORDER	YES (software ordered) INVEST Tech Prep Pathways Math, Reading, Writing, Life Skills	YES (software ordered) INVEST Tech Prep Pathways Math, Reading, Writing, Life Skills (Also Vocational Assessment Program)	YES (software ordered) INVEST Tech Prep Pathways Math, Reading, Writing, Life Skills (Also Vocational Assessment Program)	YES (software ordered) INVEST Tech Prep Pathways Math, Reading, Writing, Life Skills	YES (software ordered) INVEST Tech Prep Pathways Math, Reading, Writing, Life Skills	YES (software ordered) INVEST Tech Prep Pathways Math, Reading, Writing, Life Skills
5.SUPPLIES ON HAND	YES	YES	YES	YES	YES	YES
6.CURRENT TEXT ?	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT
7.OTHER	MORE ABUSED KIDS SENDS CHILDREN TO PUBLIC SCHOOLS	DETENTION CENTER FOR INTAKE	SHORT TERM DETENTION CENTER & TREATMENT	OUTDOOR CHALLENGE 90 DAY TREATMENT	SHORT TERM TREATMENT	TREATMENT CENTER
8.CLEAN ROOMS ?	YES	YES	YES	YES	YES	YES
9.POSITIVE CLIMATE ?	YES	SOMEWHAT MORE DETENTION	SOMEWHAT DETENTION	YES	YES	YES
10.PROPER ASSESSMENTS	YES	NEW PROGRAM STARTING	NEW PROGRAM STARTING	YES VALPAR	YES	YES VALPAR
11.TEACHER/ STUDENT RATIO	1/10	1/10	1/10	1/10	1/10	1/10
12.EXPERTISE OF TEACHERS	OK TEACHERS HANDLE TOO MANY CLASSES	GOOD	GOOD	GOOD	OK	GOOD
13.ADEQUATE BOOKS ?	FAIR	GOOD	GOOD	FAIR	FAIR	FAIR
14.ARE SCHOOL RESOURCES AVAILABLE?	YES	YES	YES	YES	YES	YES
15 CAREER AWARENESS	EXCELLENT	EXCELLENT	GOOD	GOOD	GOOD	GOOD
16. USE OF TECHNOLOGY	FAIR	FAIR	FAIR	FAIR	FAIR	FAIR

SECOND PAGE:

	DEXTER ELMHURST DETROIT, MI	WESTERN WAYNE DETROIT, MI	BAY PINES ESCANABA, MI			
1. SKILL PROJECTS.	STARTING BUILDING TRADES	STARTING FOOD SERVICE	CLOSE TO VOCATIONAL CENTER			
2 SAFETY.	YES	YES	EXCELLENT			
3. EQUIPMENT	BUILDING TRADES MODULES	TWO new computers	SIX NEW COMPUTERS			
4. .IS EQUIPMENT IN PROPER WORKING ORDER	YES (software ordered) INVEST Tech Prep Pathways Math, Reading, Writing, Life Skills	YES (software) INVEST Tech Prep Pathways Math, Reading, Writing, Life Skills (Also Vocational Assessment Program)	yes			
5.SUPPLIES ON HAND	YES	YES	YES			
6. CURRENT TEXT ?	NEEDS IMPROVEMENT	NEEDS IMPROVEMENT	GOOD NEW CENTER			
7. OTHER	COMMUNITY-BASED PROGRAM	TREATMENT CENTER - COMMUNITY BASED	IN NORTHERN MICHIGAN NEW CENTER			
8. CLEAN ROOMS ?	YES	YES	YES			
9. POSITIVE CLIMATE ?	YES	SOMEWHAT	YES			
10. PROPER ASSESSMENTS	YES	NEW PROGRAM STARTING	STARTING NEW PROGRAM			
11. TEACHER/ STUDENT RATIO	1/10	1/10	1/10			
12. EXPERTISE OF TEACHERS	OK TEACHERS HANDLE TOO MANY CLASSES	GOOD	NEW INSTRUCTORS			
13. ADEQUATE BOOKS ?	FAIR	GOOD	YES			
14. ARE SCHOOL RESOURCES AVAILABLE ?	YES	YES	YES			
15. CAREER AWARENESS	WORKING WITH TRADES UNIONS	NEEDS IMPROVEMENT	STARTING PROGRAM			
16. USE OF TECHNOLOGY	FAIR	FAIR	FAIR TRAINING STARTED			
17. OTHER COMMENTS	NEW PROGRAMS BEING DEVELOPED	NEW NETWORKS WITH SCHOOL-TO-WORK	CENTER WORKING WITH LOCAL SCHOOL DISTRICT VERY WELL			

WAYNE RESIDENTIAL SERVICES

Regional Reception and Assessment Centers provide short-term residential, assessment, and detention services to delinquent youth committed to the Michigan Department of Social Services for care and treatment. They are administered by the Residential Care Division of the Michigan Department of Social Services. Service delivery is targeted for accomplishment within thirty (30) or forty (40) days. In individual circumstances, longer lengths of stay might be experienced due to waiting lists for admission to selected treatment agencies, and/or completion of specialized diagnostic services.

The Burton Reception Center is a 68 bed maximum security facility for males. Northwest Detroit Youth Reception Center is a 30 bed secure facility for males and females. There are twenty (20) beds allocated for females and ten (10) beds in the open program for males.

Youth assigned to these centers receive educational, behavior management, counseling and medical/dental services.

FACILITIES

Northwest Detroit Youth Reception Center
15379 Pinehurst
Detroit, Michigan 48238
(313) 345-6622

Dewitt T. Burton Youth Reception Center
3500 John R
Detroit, Michigan 48201
(313) 833-2780

Dexter/Elmhurst has a treatment capacity for 35 state wards who are released from training schools. Western Wayne serves 25 youth, who have not been institutionalized, in a day treatment setting. Educational treatment programs emphasize the improvement of school attendance and academic performance, development of positive self esteem as well as development of socially acceptable behavior and attitudes. Students live in their own homes, foster care homes, halfway homes and other residential settings.

FACILITIES

Western Wayne/River Rouge
550 Eaton
River Rouge, Michigan 48218
(313) 383-3033

Westside/Dexter-Elmhurst
11825 Dexter Avenue
Detroit, Michigan 48206
(313) 834-4560

- Nokomis Challenge Center (Prudenville): A twelve-month treatment program consisting of a three-month residential component and a nine-month community-based component. The residential program is a short-term, high-intensity, residential-treatment experience which has been divided into three stages -- orientation/assessment, challenge, and community-survival. The community-based component is a highly structured surveillance and treatment experience which has been divided into nine stages. Each stage has clearly defined activities, tasks and goals to be accomplished by the youth and their family (unless there are specific reasons to exclude the family).

- Shawono Center (Grayling): Provides year-around residential programs for court ordered youth in two programs. There are twenty male youth in treatment and twenty males and/or females in the detention component. The program emphasizes treatment as well as academic and vocational assessment.

- Genessee Valley Regional Center (Flint): Provides short-term detention and treatment services to 80 boys, between the ages of 12-18, awaiting determination of placement, and also provides a longer stay program similar to the training schools.

- Bay Pines (Escanaba): Serves male and female delinquent youth of the Upper Peninsula of Michigan. The focus of the program is to provide a safe and secure residential facility to meet the needs of maximum secure detention and flexi-secure (i.e. medium and maximum secure) residential treatment. Programming incorporates group process/treatment with individualized academic study, clinical intervention and family involvement for the purpose of the returning youth to the community as a functional member of society.

- Nokomis Challenge Center (Prudenville): A twelve-month treatment program consisting of a three-month residential component and a nine-month community-based component. The residential program is a short-term, high-intensity, residential-treatment experience which has been divided into three stages -- orientation/assessment, challenge, and community-survival. The community-based component is a highly structured surveillance and treatment experience which has been divided into nine stages. Each stage has clearly defined activities, tasks and goals to be accomplished by the youth and their family (unless there are specific reasons to exclude the family).

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FACILITIES

The Office of Delinquency Services (ODS) is responsible for the operation of residential care and rehabilitation centers for delinquent children who have been committed by a juvenile court to the State of Michigan under P.A. 150. The ODS provides temporary residential care for the purpose of early return of youth to a permanent placement.

The programs differ considerably in size, structure, approach and degree of dependency on community resources. The following is a brief explanation of each center:

- Adrian Training School: A coeducational residential treatment center serving 40 girls and 80 boys ranging in age from 12 to 19. This center provides a group treatment approach. The program includes: special education instruction, medical, dental, psychological and religious services. Specialized services include sex offender treatment, offense cycle and mental health consultation.

- Arbor Heights Center (Ann Arbor): A coeducational community-based residential treatment center serving 25 children, ranging in age from 12 to 18. This center provides a wide range of residential services including diagnosis, treatment and a comprehensive special education program.

- Maxey Training School (Whitmore Lake):

  Houses 5 residential centers: Sequoyah Center, Olympic Center, Summit Center, Green Oak Center and Huron Center

  - Sequoyah for 70 males, Olympic 120 males and Summit for 100 males each, provide an on-campus open program setting for male youth between the ages of 12-21 years.

  - Green Oak Center: Provides a closed treatment setting for 100 boys who, because of behavioral difficulties, have been unable to make an adequate adjustment elsewhere.

  - Huron Center: Provides a closed treatment setting for 40 multiply impaired adolescent boys. Individualized programs that include sex offender treatment are provided.

  The Maxey Treatment Model is a peer group modality which includes Aggression Replacement Training, 12 step substance abuse and sex offender cycle therapies. Medical, dental, religious, and clinical services are an integral part of the program.

  The education program provides student assessment; special education services; core curriculum studies; career and employability exploration; skilled trades programs in auto shop, building trades, computer assested design, food services, and drafting; physical education and recreation; GED completion; and community college classes.

8. TEACHER SURVEY

COMPILED DATA FROM TEACHER QUESTIONNAIRE REGARDING VOCATIONAL EDUCATION

AVERAGE GRADE LEVEL TAUGHT:

9-12

COURSES PRESENTLY TAUGHT:

BUILDING SERVICES
AUTO MECHANICS - SUSPENSION & STEERING SYSTEMS
AUTOMOTIVE SERVICES
WOODWORKING
DRAFTING
DRYWALL
CARPENTRY
AUTOMOTIVE ENGINE FUNDAMENTALS
COMPUTER TECHNOLOGY
PRE-EMPLOYMENT SKILLS
MULTICULTURAL EDUCATION

NUMBER OF YEARS EXPERIENCED TEACHING

AVERAGE OF 11-15 YEARS

CERTIFIED VOCATIONAL TEACHERS

2 OUT OF 10 TEACHERS ARE CERTIFIED

DESIRE TO HAVE OWN CHILD ENROLLED IN A HIGH SCHOOL COOPERATIVE EDUCATION PROGRAM IF IT WERE MADE AVAILABLE

YES: 6 NO: 2 DON'T KNOW: 2

BELIEVE OWN CHILD WOULD PROFIT BY BEING ENROLLED IN A VOCATIONAL PROGRAM WHILE IN HIGH SCHOOL:

YES: 9 NO: 1

WOULD OPPOSE OWN CHILD'S DECISION TO ENROLL IN A VOCATIONAL EDUCATION COURSE IN HIGH SCHOOL (TO PREPARE FOR EMPLOYMENT):

YES: 0 NO: 10

NUMBER OF TEACHERS HAVING FORMAL TRAINING IN VOCATIONAL EDUCATION:

10/10 TEACHERS HAVE TRAINING IN VOCATIONAL EDUCATION

CAREER EDUCATION IS NOW BEING TAUGHT ADEQUATELY IN YOUR SCHOOL:

STRONGLY AGREE: 1 AGREE: 2 UNDECIDED: 4 DISAGREE: 2 STRONGLY DISAGREE: 1

CAREER EDUCATION SHOULD START AT THE LOWER ELEMENTARY LEVEL:

STRONGLY AGREE: 1 AGREE: 6 UNDECIDED: 3 DISAGREE: 0 STRONGLY DISAGREE: 0

THE TERMS <u>VOCATIONAL EDUCATION</u> AND <u>CAREER EDUCATION</u> ARE PRETTY MUCH THE SAME:

STRONGLY AGREE: 0 AGREE: 2 UNDECIDED: 3 DISAGREE: 3 STRONGLY DISAGREE: 2

IT WOULD HAVE BEEN/WAS HELPFUL TO HAVE HAD EXPERIENCE IN THE WORLD OF WORK BEFORE ENTERING THE TEACHING PROFESION:

STRONGLY AGREE: 6 AGREE: 4 UNDECIDED: 0 DISAGREE: 0 STRONGLY DISAGREE: 0

VOCATIONAL EDUCATION COURSES HAVE LESS PRESTIGE THAN MOST OTHER COURSES OFFERED IN HIGH SCHOOL:

STRONGLY AGREE: 1 AGREE: 6 UNDECIDED: 0 DISAGREE: 3 STRONGLY DISAGREE: 0

VOCATIONAL EDUCATION COURSES IS MAINLY FOR THOSE STUDENTS OF LOW ABILITY WHOSE GRADES ARE POOR:

STRONGLY AGREE: 0 AGREE: 0 UNDECIDED: 1 DISAGREE: 5 STRONGLY DISAGREE: 4

IT IS IMPORTANT FOR STUDENTS TO PREPARE FOR JOBS WHILE STILL IN HIGH SCHOOL, AT LEAST ENTRY LEVEL:

STRONGLY AGREE: 5 AGREE: 5 UNDECIDED: 0 DISAGREE: 0 STRONGLY DISAGREE: 0

JOBS ENTAILING MANUAL WORK ARE COMPLETELY RESPECTABLE:

STRONGLY AGREE: 6 AGREE: 3 UNDECIDED: 0 DISAGREE: 1 STRONGLY DISAGREE: 0

YOU WOULD PROFIT FROM SEVERAL GOOD WORKSHOPS OR IN-SERVICE TRAINING SESSIONS ON CAREER EDUCATION:

STRONGLY AGREE: 7 AGREE: 2 UNDECIDED: 1 DISAGREE: 1 STRONGLY DISAGREE: 0

THE FUTURE ECONOMIC DEVELOPMENT OF THIS COMMUNITY WILL DEPEND LARGELY ON THE ABILITY OF THE PUBLIC SCHOOLS TO PROVIDE THE BUSINESS AND INDUSTRIAL COMMUNITY WITH AN ADEQUATELY TRAINED LABOR FORCE:

STRONGLY AGREE: 2 AGREE: 5 UNDECIDED: 2 DISAGREE: 1 STRONGLY DISAGREE: 0

PARENTS PLACE TOO MUCH EMPHASIS ON PREPARING FOR COLLEGE AND DISREGARD THE STUDENT'S APTITUDE, ABILITY, AND INTEREST FOR OTHER CAREER OPPORTUNITIES IN THE WORLD OF WORK.

STRONGLY AGREE: 4 AGREE: 5 UNDECIDED: 1 DISAGREE: 0 STRONGLY DISAGREE: 0

VOCATIONAL EDUCATION WOULD BE MORE MEANINGUL TO THE STUDENTS IF IT WERE OFFERED ON THE POST-SECONDARY LEVEL (COMMUNITY COLLEGE OR TRADE SCHOOL).

STRONGLY AGREE: 2 AGREE: 4 UNDECIDED: 2 DISAGREE: 3 STRONGLY DISAGREE: 0

THERE IS LITTLE VALUE IN OFFERING VOCATIONAL EDUCATON IN HIGH SCHOOL BECAUSE THE STUDENTS ARE TOO IMMATURE TO MAKE A SOUND CHOICE.

STRONGLY AGREE: 0 AGREE: 0 UNDECIDED: 1 DISAGREE: 8 STRONGLY DISAGREE: 1

THE PUBLIC SCHOOLS OF THE COMMUNITY SHOULD HAVE THE TASK OF PREPARING YOUTHS AND ADULTS TO BECOME PRODUCTIVE IN THE WORLD OF WORK.

STRONGLY AGREE: 4 AGREE: 4 UNDECIDED: 2 DISAGREE: 0 STRONGLY DISAGREE: 0

MOST OF THE STUDENTS IN THIS COMMUNITY SHOULD PREPARE THEMSELVES FOR COLLEGE ORUNIVERSITY ATTENDANCE.

STRONGLY AGREE: 0 AGREE: 3 UNDECIDED: 2 DISAGREE: 4 STRONGLY DISAGREE: 1

LOCAL SCHOOLS OF THE COMMUNITY SHOULD BEAR THE ADDED EXPENSE INCURRED BY EDUCATING AND TRAINING STUDENTS NOT PLANNING TO ATTEND COLLEGE.

STRONGLY AGREE: 1 AGREE: 1 UNDECIDED: 5 DISAGREE: 3 STRONGLY DISAGREE: 0

THE GUIDANCE AND COUNSELING SERVICES SHOULD BE EXPANDED TO PROVIDE MORE INFORMATION REGARDING VOCATIONAL EDUCATION AND THE WORLD OF WORK.

STRONGLY AGREE: 5 AGREE: 3 UNDECIDED: 2 DISAGREE: 2 STRONGLY DISAGREE: 0

THE VOCATIONAL EDUCATION (TRAINING FOR EMPLOYMENT) SHOULD BE EXPANDED IN THIS SYSTEM.

STRONGLY AGREE: 5 AGREE: 5 UNDECIDED: 0 DISAGREE: 0 STRONGLY DISAGREE: 0

AREAS THAT YOU THINK WOULD BE MOST BENEFICIAL TO OUR STUDENTS:

(0) AGREBUSINESS AND NATURAL RESOURCES
(2) BUSINESS AND OFFICE
(3) COMMUNICATION MEDIA
(6) CONSTRUCTION
(1) CONSUMER AND HOME ECONOMICS
(0) ENVIRONMENT
(1) FINE ARTS AND HUMANITIES
(1) HEALTH
(0) HOSPITALITY AND RECREATION
(5) MANUFACTURING
(0) MARINE SCIENCE
(0) MARKETING AND DISTRIBUTION
(1) PERSONAL SERVICE
(6) TRANSPORTATION
(1) TECHNICAL TRAINING (ELECTRICIANS, PLUMBING, BUILDING TRADES)

9. STUDY RECOMMENDATIONS

CONCLUSION OF THE REPORT:

Vocational and Technical Education must meet the needs of children, business and industry. We must design a plan that will allow adjudicated youth to have an equal opportunity with youth from the public schools.

It is the conclusion of the team that:

1. **the Department of Social Services facilities are far below the public schools in program development, space required to have effective programs, equipment and supplies;**

2. **funds must follow the students from public schools to state facilities; and,**

3. **with the increase in the length of the stay in residency, and the older age of the youth, there are now the opportunities for full vocational programs for some students.**

Therefore it is recommended that:

1. **each student be given extensive career guidance based upon both assessment and testing. This guidance will include an education development plan (EDP) that could be included in a Student Port-Folio;**

2. **partnerships be developed with labor, business, and industry to provide work-based learning, connecting activities, and meaningful school-based learning;**

3. **team work skills, employability skills, and work ethics be taught in the treatment centers;**

4. **vocational students be prepared to pass Michigan Educational Assessment "MEAP", and State Proficiency Tests;**

5. **program planning provide more flexibility to meet the needs of students who are working toward obtaining skill certificates in meaningful job titles;**

6. **the skill certificate be based upon the Michigan Skill Standards (currently being developed by the Michigan Department of Education);**

7. **a technology plan be developed for all youth residential centers;**

8. **each of the facilities network with community organizations, schools and government agencies;**

9. **a Skill Trades Advisory Committee be developed for Career and Technical Education and Apprenticeship Programs; and,**

10. **new training courses be developed with high tech applications.**

FINAL COMMENTS:

Successful employment experience is essential to each individual's socialization process and the development of personal attachment to society. Despite the chronic or severe delinquent behavior, most juvenile offenders are motivated to work. They perceive money as a means to become independent, and work is a socially acceptable way to gain it. However, without proper preparation and training, these youth will have trouble in obtaining and retaining employment, and will not move beyond entry-level positions. If these youth are to successfully integrate into the community, they must be able to compete effectively in the job market. This is crucial------not only to the youth's ability to become self-sufficient, but to their emotional and psychological well-being.

The Carl Perkin's funds have provided most of the financial support for purchasing equipment, and assistance in program development. Because of the added cost of year around programs, and the high cost of supplies and equipment in vocational programs the school budget should have the funds needed to assure quality programs. More help needs to be given to meet all of these demands.

11.

STRATEGIES

1. We will structure programs to assure success for all students in attaining our identified learner outcomes, meeting individual educational needs, and in reaching individual potential.

2. We will develop an outcome-based education system that includes curriculum, instruction, evaluation, and management with the learner outcomes that are easily understood by students, staff, and other department administrators.

3. We will develop and implement an effective communications system which ensures community involvement in the educational process.

4. We will develop and implement a process that encourages innovation.

5. We will develop and implement a process for measuring and improving the effectiveness and efficiency of resources used.

6. We will revise budgetary practices to ensure adequate funding of programs aligning with long-range plan.

12.

PARAMETERS

1. Decisions and actions will be consistent with the facility school's core beliefs, mission statements, learner outcomes, and long-range plans.

2. Communications among administrators, staff, students, and parents will be open, honest, and effective.

3. We will not let past attitudes and practices inhibit the implementation of new ideas.

4. All proposals for new programs and the evaluation of existing programs to occur at established frequencies not to exceed three years, must be accompanied by:
   a. justification of need
   b. identification of intended outcomes
   c. cost/benefit analysis
   d. recommendations/identification of resources
   e. provisions for staff training
   f. an evaluation plan
   g. a timeline for implementation
   h. identification of existing examples in operation
   i explanation of whether the proposal is supplementing replacing, or modifying an existing program.

5. How will this be used to meet long term goals, and what part will be used in the school improvement plan?

APPENDIX:

13.

HISTORY OF JUVENILE JUSTICE IN MICHIGAN

The following has been abstracted from the historical compilation found in the 1977 Comprehensive Plan which was developed by the Office of Juvenile Services. Significant historic events include:

1856 The House of Correction for Juvenile Offenders opened in September of 1856 in Lansing.

1859 The name of the House of Correction for Juvenile Offenders was changed to the Michigan State Reform School.

1871 One of the first official references to using private agency services was recorded as the Board of Commissioners recommended to the legislature that grants be made to private agencies to supplement the services of the public agencies.

1873 The position of the county agent was created to investigate the personal circumstances of youth brought to trial, to oversee the care of indentured children, and to supervise parolees from the state reform schools.

1879 A separate institution for girls, the Correctional Facility for Girls, was created. (Presently known as Adrian Training School.)

1893 The Michigan State Reform School was renamed the Industrial School for Boys.

1905 The first attempt was made to create a juvenile court in the State of Michigan. This and a second attempt were ruled unconstitutional while the third attempt was successful in 1907.

1907 The first juvenile court was established.

Children charged with felonies who were over the age of 14 could be tried as adults.

Each county was required to provide a place of detention for youth other than the jail.

1909 The age for trial in adult court was raised to 16.

1923 The waiver of jurisdiction to an adult court was reduced to include 15-year-

olds.

1925 The boys institution was renamed the Boys Vocational School.

1937 The jurisdiction of the court was extended to age 19 if appropriate.

1939 The proceedings of the juvenile court were defined as being non-criminal.

The waiver to adult court was modified such that juveniles could only be tried in adult court if the felony charged would involve a maximum penalty of five years or more.

The State Juvenile Institution Commission was established to administer the institutions for juveniles.

1944 Enactment of the present Juvenile Code.

1947 The Juvenile Institution Commission is abolished and responsibilities are assumed by the Children's Services Bureau, operating under the Department of Social Welfare.

Responsibility for licensing and supervision of child caring agencies and institutions is granted to the Children's Services Bureau.

1953 Basic Structure of Children's Services, written by Maxine Boord Virtue, identified the lack of unified service for juveniles in the State of Michigan. This report specifically addressed issues such as the "unplanned and chaotic financial system at both the local and state levels." "the fundamental discord and conflict among agencies," and "the lack of a single unifying agency to bring about cooperative action."

1955 The Child Care Fund was created as a system of county-state cost sharing with financial incentives.

1960 Maxey Training School opens with Green Oak Center.

1962 The first halfway house is opened.

1963 Camp LaVictoire transferred from the Department of Corrections and opened for youth.

1964 Camp Nokomis opened.

The DSS assumes statewide responsibility for follow-up supervision of children released from state training schools.

1966 Legislation was passed which removed the juvenile court's authority to make commitments to specific institutions or placements. All commitments were made to the DSS with the department free to choose the appropriate placement.

Legislation passed which provided that the DSS would construct and operate regional detention programs.

Camp Shawono opened.

1968 Creation of the Governor's Special Commission on Juvenile Delinquency and the Legislature's Legislative Study Committee. These two groups issued a joint report which identified a lack of leadership on the part of the State in delivering juvenile services.

This report recommended the creation of a 20th department to assume a leadership role for children's services. If this could not be accomplished, the youth authority should be established within the DSS with the greatest possible autonomy.

1969 The OCYS was created within the DSS as a semi-autonomous agency.

A Youth Parole and Review Board was established.

1970 The OCYS was opened. A report to the governor at the time described a shift in emphasis toward greater reliance upon community-based programs, including more extensive development of group homes, halfway houses, and day care programs. The report also called for strengthening the aftercare program as it described it as the weakest link in the system.

1972 The Juvenile Justice System Study Committee was established to undertake a comprehensive study of all aspects of the juvenile courts system for both delinquent and neglected juveniles.

The Lansing Boys Training School is closed on October 17, 1972.

1973 John Howard Associates surveyed all of the county juvenile courts and allied services and issued a report which identified a lack of uniformity of service and problems in financing. The report further questioned the appropriateness of the county for providing these services and the role of the judiciary in

administering juvenile court services.

1974 The Juvenile Justice Study Committee was divided over several fundamental issues such as organization and financing of juvenile court services. A second report was published by the Committee which advocated the creation of a two-year temporary committee to further pursue the unresolved problems.

Of interesting note, the report advocated the use of community-based treatment to reduce the number of admissions to institutions. The report also noted the absence of a fully functioning, comprehensive stateside data collection system.

1975 The Office of Juvenile Justice Services and its Commission was created. This included the creation of the independent two-year committee to develop a comprehensive plan.

1976 Status offenders are no longer placed in institutions.

1977 The Michigan Comprehensive Plan for Juvenile Services was published.

1978 The Flint Regional Detention Center is transferred from the county to DSS in October, 1978.

1985 Report of the Task Force on Uniform Data and Information Sharing.

The Task Force on Probate Court Certification of Foster Homes and DSS Inspection of Juvenile Detention Facilities was established.

1986 The Probate Judges Association presented a report to the Supreme Court on the probate court's involvement in delivery of services to children. The paper took the position that the probate court should provide direct services rather than having these services provided through the state or private agencies.

Probate Court Docket Case Tracking System Report.

Report on the Crime Education Task Force to the State Bar of Michigan.

1987 The Probate Court Task Force ("Riley Report") was completed in April.

1988 Beginning in October, only youth committed on felony offenses were accepted in the state training schools.

The Juvenile Legislation Package, including the Waiver Laws, became

effective on October 1.

1989 The NCCD Risk Assessment Project began in March.

The RCD Master Plan is initiated in April.

The JJATF final report is issued in December, 1989.

1990 The RCD Master Plan final report is issued in August

1992 Direction for Change

14. SCHOOL-TO-WORK(ASSESSMENT & STRATEGIES)

STATE OF MICHIGAN

JOHN ENGLER, Governor

DEPARTMENT OF SOCIAL SERVICES

235 S CESAR CHAVEZ AVE. PO BOX 30037, LANSING MI 48909

GERALD H. MILLER, Director

May 18, 1995

Doug Rothwell, Chief Executive Officer
Michigan Jobs Commission
Victor Office Center
201 Washington Square
Lansing, Michigan 48913

Dear Mr. Rothwell:

I am writing to request your support for the Michigan Department of Social Services' School-to-Work (STW) Grant for Adjudicated Youth. The $250,000 grant would immediately provide funds to move youth from the centers into the world of work.

We believe that the partnerships already formed in the state with the regional service delivery areas (SDA's) and their partnerships are the best means of providing a seamless transition of adjudicated youth back to local areas where they live. We do not believe that there would be any advantage for this department to form new partnerships. We support the Jobs Commission's policy of working together as an interagency partner in providing services to adjudicated youth.

Attached you will find a copy of the (STW) grant from our Educational Service Division. We developed this plan in consultation with Mr. Tom Benton of the Job Commission's School-to-Work Division. This plan will comply with the Federal Grant from Michigan that specified "to help adjudicated youth."

We have a serious situation in that we have a shortage of residential beds for delinquent youth which we believe can be remedied in part by strengthening community-based resources. This grant proposal will increase local options and help move youth from reception treatment centers into appropriate community-based programs and thus free beds for youth waiting for initial assessment and treatment.

The proposed grant for adjudicated youth will provide the support necessary for a seamless transition of youth to productive members of their communities.

If you have any questions please call Martin J. Ashley at (517) 335-6230. Your direction and support for this grant are appreciated.

Sincerely,

Gerald H. Miller

STATE OF MICHIGAN

JOHN ENGLER, Governor

DEPARTMENT OF SOCIAL SERVICES

235 South Grand Avenue, P.O. Box 30037, Lansing, Michigan 48909

GERALD H. MILLER, Director

SCHOOL-TO-WORK PARTNERSHIPS

The Michigan Department of Social Services Office of Delinquency Services feels that the partnerships already formed in the State with regional delivery areas and their partnerships are the best means of providing a seamless transition of adjudicated youth back into local areas where they live. Many return home in all areas of the state. We do not believe that there would be any advantage to form new partnerships as a separate state agency.

The Michigan Department of Social Services supports the School-to-Work initiative by working collaboratively in serving the youth of the State of Michigan. Delinquency Services has supported all the Michigan Department of Education's School Improvement Programs and has provided educational services to many of the State's adjudicated youth, itself. The Department has given youth many services through the Bureau of Child and Family Services, as well. We are very pleased that the School-to-work has included adjudicated youth in the grant proposal to the Federal Government. We will work together as team with other State Departments to form partnerships in the State of Michigan.

We support the Jobs Commission's policy of working together as an interagency partner in providing services to our youth. Our youth need the quality learning experiences developed by the Job Commission.

The connecting activities proposed would support at least five local job placement mentors to work with regional delivery areas. These mentors along with local Department of Social Service case workers would provide, with respect to each student, a site mentor to act as a liaison among students, the employer, school administrator, and a parent of the student, and appropriate other community partners.

Michigan School-to-Work Initiative

Diagnostic Assessment of Local Components

Components

School-based Learning:

*1. Career awareness and career exploration and counseling (beginning at the earliest possible age), but not later than 7th grade)in order to help students who may be interested to identify, and select or reconsider, their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity;

Level: 1 2 3 4 5

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2. Career information should be broad enough to include the entire range of career options, age appropriate, started in elementary school and continued through higher education, based on observation and experience as well as information, and organized to include parents;

Level: 1 2 3 4 5

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Summary Status

Implementation Strategies

"Computer interest and employability assessment software" for intake-centers.

STRATEGIES:
In order for centers and schools to best serve adjudicated youth, we need to be able to

transmit reliable and consistent information about students. This will allow us to build the

best educational and employability plans for our students.

Several centers have the computers in place through Perkin's funds, but still need the software for implementation of the employability and assessment programs. This would allow for the development of goals for the student to be part of the Educational Development Plan. It would create a smooth transition between centers and the transition back into the community.

INTEGRATES WITH CARL PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT (20 U.S.C. 2301 ET SEQ.)

Components	Summary Status	Implementation Strategies

*3. Initial selection of a career major not later than the beginning of the 11th grade;

Level: 1 2 3 4 5

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*4. A program of study designed to meet the challenging academic standards established for all students, and to meet the requirements necessary to prepare a student for post-secondary education and the requirements necessary to earn a skill certificate;

Level: 1 2 3 4 5

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*5. A progam of instruction and curriculum that integrates academic and vocational learning (including applied methodologies and team-teaching strategies), and incorporates instruction, to the extent practicable, in all aspects of an inducstry, appropriately tied to the career of a student;

Level: 1 2 3 4 5

---

*6. Regularly scheduled evaluations to identify academic strengths and weaknesses, academic progress, workplace knowledge and goals of students, and the need for

Design or adapt a school curriculum that can be used to integrate academic, vocational, and occupational learning - release time for teachers to develop curriculums.

STRATEGIES:

We need to continue to engage in the School Improvement process that includes the development of student outcomes, aligning the curriculum with the Academic Core Curriculum (P.A. 25), and determining appropriate student assessment.

STRATEGIES:

This is a successful program used in the Department of Technology and Cognition, University of Texas and should be examined for use in day treatment centers. The MEEPG may be used for, but not limited to, the following:

1. Guidance and counseling
2. Career development activities
3. Determination of individual training needs
4. Development of individualized vocational plans
5. Job placement

IT BRINGS INTO THE PROGRAM STANDARDS IN OCCUPATIONAL AREAS SELECTED FROM THE DICTIONARY OF OCCUPATIONAL TITLES (DOT).

additional learning opportunities to master core academic and occupational skills;

Level: 1 2 3 4 5

Work-based Learning:

*1. A planned program of job training and work experiences (including training related to pre-employment and employment skills to be mastered at progressively higher levels) that are coordinated with learning in the school-based learning components and are relevant to the career majors of students and lead to the award of skill certificates;

Level: 1 2 3 4 5

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*2. Paid work experience;

Level: 1 2 3 4 5

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*3. Workplace mentoring (competent supervision, coaching, and mentoring by adults);

Level: 1 2 3 4 5

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*4. Instruction in general workplace competencies, including instruction and

Job placement for students finishing the drywall training program.

STRATEGIES:

The students finishing the classroom training in drywall need on-the-job training to obtain full status as a drywall worker. They also need 156 hours of additional training to become a contractor. This would provide job placement for those youth who have finished the classroom training at Maxey Boy's Training School and are released into Dexter/Elmhurst in Wayne County.

Indigenous street workers (highly skilled to work in targeted areas with delinquent and pre-delinquent youth to alter behavior and guide youth).

STRATEGIES:

Research has consistently shown that the ability of youth to connect personally with an adult increases the likelihood they will succeed after leaving a training center.

To provide, with respect to each student, a site mentor to act as a liaison among the students, the employer, school administrator, and a parent of the student, and other appropriate community partners.

Components	Summary Status	Implementation Strategies

activities related to developing positive work attitudes, and employability and participative skills; and

Level: 1 2 3 4 5

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*5. Broad instruction, to the extent practicable, in all aspects of the industry.

Level: 1 2 3 4 5

Connecting Activities: (a system requires multiple effective links between the two learning settings):

1. School credit granted for work-based learning;

Level: 1 2 3 4 5

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2. School courses teaching the knowledge and skills used at work;

Level: 1 2 3 4 5

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3. School courses and projects that draw on work experience and work issues;

Level: 1 2 3 4 5

" Employability Portfolio" development, in service, implementation.

STRATEGIES:
All staff can benefit from a better understanding of how to help students discover, document, and develop the skills identified in the State's Employability Skills Portfolio.

Providing training to staff could help the student work to reach goals outlined in the "student portfolio." Social workers would be in serviced to understand their role in developing "Teamwork," and "Personal Management" skills that lead to employment.

Transportation for students in Wayne County, going to skills training, college, or work.

STRATEGIES:
Students cannot participate in work-based learning or reintegrate into schools without access to reliable transportation.

A Wayne County Task Force has identified as the number one reason that students fail. A contract with a local transportation company will simplify the final stage of transition.

(All other work-based activities would come from Regional partnerships.)

Components

4. Activities that ensure that parents are knowledgeable about both school and work;

Level: 1 2 3 4 5

*5. Matching students with employers' work-based learning opportunities;

Level: 1 2 3 4 5

*6. Providing, with respect to each student, a school site mentor to act as a liaison among the student and the employer, school, teacher, school administrator, and a parent of the student, and, if appropriate, other community partners;

Level: 1 2 3 4 5

*7. Providing technical assistance and services to employers, including small- and medium-sized businesses, and other parties in -

(A) designing school-based learning components, work-based learning components, and counseling and case management services; and

Summary Status

Implementation Strategies

Parent involvement in Portfolio development.

STRATEGIES:
Parents and students can benefit by learning what skills and knowledge lead to successful employment. When parents and students are building student portfolios together, each learn about the other's goals and aspirations. This allows parents to be part of developing their child's plans.

In our School Youth Advocacy Committee (SYA) parents are learning about school programs. They need the support of educational programs for the students to be successful on entry back into the community. Besides SYA, they invite parents to come to the detention centers monthly. When parents are part of the planning process, the greater the chance for each student's success.

RECOMMENDATION 19, MICHIGAN STATE TECHNOLOGY PLAN

Adult vocational and advocational modules.

STRATEGIES:
There are many instances where we do not have youth for extended periods. When we know this will be the case, offering them short-term training options is helpful.

Components	Summary Status	Implementation Strategies

(B) training teachers, workplace mentors, school site mentors, and counselors;

Level:1 2 3 4 5

*8. Providing assistance to schools and employers to integrate school-based and work-based learning and integrate academic and occupational learning into the program;

Level: 1 2 3 4 5

*9. Encouraging the active participation of employers, in cooperation with local education officials, in the implementation of local activities;

Level: 1 2 3 4 5

*10. Assist students who have completed a program in finding an appropriate job, continuing their education, or entering into additional training;

Level: 1 2 3 4 5

CONNECTING ACTIVITIES:

"Speakers" from business and community.

STRATEGIES:

These special series would aid the students in gaining knowledge about the real world of work. They would hear from business leaders the facts about careers, and the expectations of employers. It would allow them to observe certain careers and employment opportunities. It would help establish a bond with the community.

FOLLOWS SEC. 101, (4), TITLE I, SCHOOL -TO-WORK OPPORTUNITY ACT OF 199

Develop Computer Aided Drafting (CAD) program into modular manufacturing using skill modules "Amatrol Corp."

STRATEGIES:

Computer Integrated Manufacturing (CIM) systems represent an opportunity for more efficient workers and better products. CIM systems accomplish this by tying together the major components of a manufacturing company using computers and high speed communication networks. They would develop this in partnerships with intermediate school districts (ISD's) to share facilities and funds.

Components

*11. Linking the participants with other community services that may be necessary to assure a successful transition from school to work;

Level: 1 2 3 4 5

*12. Collect and analyze post-program results of participants;

Level: 1 2 3 4 5

*13. Link STW activities with employers and industry strategies for upgrading the skills of their workers;

Level: 1 2 3 4 5

System Design Features:

1. Tied to school improvement process, included in building and district annual report and school accreditation;

Level: 1 2 3 4 5

Summary Status

Implementation Strategies

Further develop employability training (similar to adult education) for all students.

STRATEGIES:

At-risk youth need more than just an understanding of their employability skills, as identified in the portfolio. They also need to be trained in how to approach a job interview, how to identify potential employers, and how to maintain themselves on a job once they have secured one. They should develop an employability skill training program that takes into account the special circumstances these youth will face when seeking jobs.

This will take place throughout their training. It should make sense of the pupil's work. The last thirty days would concentrate on skills training necessary for entry into the job market. Monthly counseling, should take place to guarantee the completion of all the employment competencies. It should outline the tasks the student must accomplish the first week of release from the centers. A student should learn how to take more responsibility for their future.

P.A. 25, 1990.

Components	Summary Status	Implementation Strategies

2. Recognizes that primary responsibility for workforce preparation rests with collaboration of key stakeholders;

Level: 1 2 3 4 5

3. Keyed to the needs of the local/regional labor market area, driven by employer sector demands;

Level: 1 2 3 4 5

4. Adequately supported by Federal, State, and local resources;

Level: 1 2 3 4 5

5. Maximizes the amount spent on delivery of services to students;

Level: 1 2 3 4 5

*School-to-Work Basic Program Components included under Sections 102, 103, and 104 of Public Law 103-239; May 4, 1994.

12/01/94

"Technical assistance" for computer and satellite networking - one full time person.

STRATEGIES:

The detention centers, institutions, and community-based programs run by MDSS face the unique challenge of being geographically dispersed. If we are to learn from one another and other sites around the nation, electronic networking will be essential for us. We would welcome public school teachers using these facilities to enhance their training opportunities. We see ourselves as a model for how distantly located resources can share with one another the methods that are most effective for promoting the school-based learning of youth.

This service would set up computer networks for learning resources among the centers, buildings, locations, students, the Department of Education, Internet, and satellite networks. Also, to train the educational staff maintenance and minor repairs of technical breakdowns.

FOLLOWS RECOMMENDATION 6, 7, MICHIGAN STATE TECHNOLOGY PLAN

Leadership development" by involvement in Vocational Industrial Clubs of America (VICA).

STRATEGIES:

Students need the opportunity to exercise leadership related to employment requirements while in school. Vocational Industrial Clubs of America has proven highly successful in meeting those needs for general education youth.

We should make available the VICA's library in each resource center, detention center, institution, and community-based center. Speakers would come from local VICA organization to promote involvement and leadership development. Chapters (organized local groups) would empower youth leadership.

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Develop programs for Multiple Entry/Exit Point Guides (MEEPG) for individuals from special populations.

Share "treatment techniques" at centers with public schools for reentry of adjudicated youth and to help "at risk" students.

STRATEGIES:

In order to successfully reintegrate youth into public schools, staff from treatment centers will require time to work with public school staff to train them on specific child management techniques. Such training would enhance the ability of public school staff members to deal with not only adjudicated youth, but other students who present behavior problems.

The "treatment programs" in the centers are very successful. If the public schools would adopt the techniques used in the centers, they could prevent entry of "at risk" youth into state operated youth training centers, and save millions of dollars. It would also be used for a continued treatment program for adjudicated youth released into the public schools.

FOCUS ON THE "YOUTH" RATHER THAN THE DELIVERY UNIT, INTEGRATE PUBLIC EDUCATION WITH THE DEPARTMENT OF SOCIAL SERVICES.

"Evaluation and tracking of students" - Phyllis Grummon from Michigan State University.

STRATEGIES:

A key to the success of this school-to-work effort will be using old and establishing new baseline data to determining what happens to youth as they move through the system. We need to know how the various experience's youth have while under MDSS care relate to their long term success in the community and at work. Besides tracking students over time, having an outsider work with us to provide opinions of the programs will be important as they attempt to change the ways they interact with youth. An outside evaluator can help us learn what is working and what is not and to suggest ways to improve our overall functioning.

This service would establish goals and standards for the Department of Social Services "School- To-Work" grants. It would provide follow-up information on the

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The Juvenile Offender Corrections Report
was presented to the
Michigan State Board of Education

December, 1995

Additional copies of this report may be purchased from the Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824.
Telephone: (1-800-292-1606)

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